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THE HON'BLE JUSTICE SIR ABDUL QADIR
President, The Punjab Library Association
(1932-33)

Joseph Conrad

(1857—1924)

E. M. FLEMING, B. A.

THEODOR Joseph Conrad Korzeniowski was born in Southern Poland seventy-three years ago. At the age of four he moved with his parents to Warsaw, from which place his father was banished to Vologda, due to his violent political leanings at the time. In 1865 his mother died and Joseph returned to the old stamping grounds where he took up residence with his uncle, until his father was liberated. Father and son lived together in Cracow for a short time, or until 1869 when the old man died. Very early in his life, the boy Joseph resolved to join the English Merchant Marine. His choice was deliberate. During the next sixteen years he was occupied in absorbing that wealth of personal and imaginative experience which has subsequently earned for him the title of the greatest writer of sea stories in English Literature. He stuck to the sea, gradually rising in its ranks until in 1884 he had achieved the highest position awardable in the service, the mastership of his own vessel. In 1894 his health failed, and he proceeded with a story he had begun some five years before. In the course of time this book appeared as *Almayers Folly*. His best known works are as follows: *The Nigger of the Narcassus*, *Lord Jim*, *Youth*, *Nostromo*, *Victory*, *Chance*, *The Arrow of Gold*, *Unrest*, *A Set of Six*, *Within the Tides*, *The Rescue*, and *Tales of Hearsay*, which latter did not appear until the year after his death. A geographical resume of places mentioned and spoken about with authority indicate his familiarity with the Congo, The West Indies, China, India, the Malay Archipelago, Australia, South America, The Red Sea, Russia, France, Spain and England. He did not visit North America until a year before his death.

Perhaps the fact that recognition was slow to come tapping at his window panes is partly accountable for the fact that

in this very condition of querulous indifference of a world late in manifesting its appreciation, was sown the grain of steadfast, patient, almost resigned personal development that so sharply characterises him as a writer of unmatched individuality and originality. It is not true to say that the genius of the man lay altogether unnoticed until the years immediately before his death. His first book attracted a very gratifying attention; even those which followed so closely upon it in the first decade and a half of the present century enjoyed wide reading. But the full and conscious apprehension of the calibre and capabilities of the man are just beginning to be realized for their true value. *Almayer's Folly*, the first book, was a fairly good prediction of the form and type of content that was to temper the others. There is a distinct exoticism about it, a quality that is discoverable in practically everything he ever touched. The book has pity, passion, sadness, strangeness in abundance. There is something vaguely haunting about it, as if, regardless of the remarkable clarity of scene depiction and reproduction, we yet see things through that faint suggestion of haze, the sort of mistiness that softens the otherwise sharp edges of a modern photograph. There is too a consistent recognition of the hopeless, inexorable mingling of the pathetic with the absurd, the unfortunate with the ridiculous and the grotesque. It is a consanguinity of opposed polarities, a union of royalty and the clown, of misery, depravity, and evil with the ludicrous. It is a combination that has never escaped the shrewd observation of this shrewdest of all observers.

Lord Jim.—This tale is probably the most human of all his novels. As far as the Conrad type or genus goes, it is probably the purest, the most typical. It comprises all of his glorious energy,

his matchless vividness, his clear-cut character portrayal, the revelation of the inner lives of men by a deft disclosure of the atmosphere in which their purely personal and most highly conscious self breathes and palpitates and has its being. The story itself is simple enough. Jim is a brilliant personality who suddenly discovers himself immolated in the vortex of an absorbing situation through the inadvertance of a single unwary moment. He is cursed with a highly specialized imagination, one which leads him into a constant, half expressed presentiment of impending disaster. He leaps into a boat which others have cast out, leaving his ship to sink, crammed with helpless pilgrims. The boat does not sink, the betrayal is discovered. And Jim alone faces the bleak wind of an inquiry determined to say quite calmly and accurately what happened. Henceforth to pass into kind obscurity, during which period of enforced reflection he recovers, by a romantic and audacious fidelity, the faith that he has lost in himself. His death he meets proudly, and the spiritual indignity and disgrace of his earlier failure forgotten, he passes away forever, his individuality restored, the tranquillity of his soul assured. Whatever there may be, and it must be suggested that there is much, of moral and spiritual value in such imaginative writing as this, is certainly at its highest point of development and spontaneous expression in *Lord Jim*. Conrad never fails in his appreciation, not only as almost all authors in varying degrees do, the appreciation of event and motive, but the value of these, the human effect of the psychology underlying both of these. One thing if nothing else he came to know as the single supreme truth of the sea, and that is the supreme triumph of any individual is measured by his fidelity to trust, his supreme dishonour is measured by his betrayal of that trust. Honour, loyalty, faith, these all claim equal attention as being the cardinal expressions of what he considers the paramount virtues. They represent his conception of manhood, and with these he weaves whatever beauty and strength we may find in man's desire and in his achievement. The simple and tremendous moral impression which he leaves with his reader is not only the most lasting impres-

sion. It is likewise the most characteristic. Life presents to him nothing more than a conflict whose cessation is granted only with the permanent shutting of the eye-lids in death. Life is a conflict, potentially glorious, challenging, sometimes sordid, often cruel, terrifyingly vital and virile. In *Lord Jim* it is the conflict of a single human aspiration with the hidden, secret, falseness that fascinates the imagination of the possessor. The strife between fear and honour. Moral brightness and a sanguine attitude towards moral realization pours over his pages like sunlight. The theory could be advanced with some show of substantiation that Conrad was inclined to belong to those who believe that goodness is foredoomed to early destruction; that virtue, valour, manliness, honour, all have their value, but that in the tide of life they are ruthlessly swept under by the turbulence of man's unthinking passions. Such a position is hardly tenable since it is so strongly and so sanely argued, that even if many of Conrad's finest heroes, many of his noblest creations, fail, even fail miserably, that they die while meaner men live on, seemingly undamned, they yet remain the sole and only constant object of their author's honour and obeisance. Even if they fail, we know that in their lives, it was their glorious being, the unfaltering courage with which they met whatsoever of strife that was thrust upon them, that is held up to us as the purpose for their incorporation within the tale. Their gallantry is their *raison d'être*. Their fine courage is the legacy they have left to us. Their failure is nothing but the untoward, unheeding slaughter of circumstance. They were men, whatever the outcome of their energies.

Conrad's equipment is a rare and happy combination. Not least among his range is the panorama of terrestrial experience over which his mind can play, nothing uncomprehended, nothing left unseen, nothing lacking complete understanding and close evaluation. His experience was indeed rare. Look for a moment at authors with whom you may be more familiar. What part does an author's actual personal life play in point of attitude and expression and theories of existence. Dickens lived near the ground. He was

familiar, at least by sight, with the most abject squalor that has ever cursed any civilization, the agony of industrial wretchedness. And you cannot turn to a page, when these things are on his mind, that the wail of the universe doesn't rise in clamorous denunciation of the life-sucking, blood-letting, curse of rampaging industrialism. What of the Russians? None can lift a pen without reflecting the brutality and bleakness and passionate wildness that each has lived with as a brother. That is merely because Russia is Russia, where a kick breaks bones and ruptures bowels, and where life struggles with whatever weapons it can find to defeat eternal snow, limitless aridity, elemental cruelty. The Scandinavians temper their literature with a majestic drabness, a majesty of mountain and fjord, and a niggering, piddleing, poverty-stricken, pleasureless regimen of mundane, humdrum, gossiping insipidity of existence. That is their life. That is a large part of it. Conrad too. What can be expected from a man whose eyes have frozen shut in arctic seas, whose mouth has known the sweetness of equatorial plenitude, who has known many men, and seen them in every situation under which it is possible to observe the behaviour of the species. Certainly he must have caught something of the elemental. Even his very characters, are not the ordinary duplications of recaptured recollections. They are invested with something that is rooted in the elements. His sailors have the motion of the waves in the very play of the muscles in their arms; their eyes reflect at once the bottomless, deep green immensity of unending expanses of water, and the fierce, burning penetration of the sun. His women hold something of the fragrance of onshore breezes, souging through leaning trees by the shore, something too of the sad music of the Trade Winds blowing, something of the inexpressible strangeness of nocturnal witchery and phenomenon. A man cannot be meager who has seen so much, neither can he be petty who knows what is in the core of humanity.

Adversely criticised for a moment, certain weaknesses must be pointed too, not to disparage the whole picture of his capacities, nor to belittle anything so essentially great and enduring, but rather further to enhance what has been noted and what will yet be po-

inted, as being so negligible by comparison, so innocuous as to short comings, that the whole suffers very little from whatever commentary may be advanced to damage his meritorious reports. Conrad is occasionally dry, quite dry, when even the patient reader will struggle to dig out of the aridity some fleeting suggestion of psychological interplay suspense device or rhapsodic description about to be precipitated, and find nothing at all of any of these. Such passages are rare. Not infrequently do we come upon paragraphs that to an inept, hurried or perhaps uncomprehending reader will appear dull, yet with more astute penetration with a trace of actual insight, most of these will in time, often quite suddenly, burst upon our belated comprehension as independent treasures of strange, unusual beauty, beauty by inference, by suggestion, by odd analogy. Sometimes Conrad's usually high plane and maintenance of loftiness ceases being lofty abruptly and becomes rank inflation sustained by extravagance, and lavishness. There are occasional failures of movement occasional lacunae, lapses of vividness. These represent, I believe, most of the faults usually remarked among lengthier briets of his shortcomings. They must be admitted, yet these sins become trivial, not by comparison with the high calibre of the rest, but by the fact that in themselves they are not grave literary breaches. They are too brief for that, too incidental, too unessential. Conrad has taken the romantic theme, and experimented successfully with handling according to the methods of realism. To most, such an effort would immediately collapse due to the inclusion of the so-called necessary grossnesses of realism. Conrad is unique in that he has observed a fastidious discrimination in regard to what is real and what is merely shoddy. Few others have had the foolhardiness to attempt to duplicate the process and all of those who have tried, have succeeded only in being ignominious artificers. Technically Conrad observes no set rule of thumb as to the construction of a novel. He does not recognize a gamut that must be run, no three unities, no pedantic literary gymnastics for the sake of so-called form. He has no case to state. In the opinion of one "his interest is as keenly fixed on characters of pure evil as on Lord Jim; he is not concerned to judge or condemn or excuse,

for there, is always something that he cannot explore, a darkness he cannot pierce. When it comes to human being, anything, anything assuredly rather too little rather than too much of design and shape in his novels. He is prodigal, various, intense mysterious, just as life in men is. And his aim is to have no aim but to go on creating and reproducing with the capricious ease of life itself. He is never careless. Neither is he ever clumsy. His prose is rich in intuition, and usually clearest of vision when treating of the remote, the esoteric, and the unusual. One of the values that proceeds from this type of work is that his stories have not one life for us to witness, but many lives. He is constantly endeavouring to apprehend

and understand character in action, under fire as it were. Of Lord Jim we are given a cursory description. Yet it would be difficult to imagine any facet of his character with which we were not altogether conversant, which is due, of course, to the immense patience with which his actions are recorded, and the careful record of the influence of the character in action in being air and sea, space and silence, forest and streets and narrow rooms become alike the accomplices of his living characters. Nothing but life itself pouring through human personality, heroic, absurd, simple, mean, obscure, plain, nothing but the confused richness of life will content him."

*School Libraries in the United States

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THE school library in the United States is the outgrowth of several converging movements, the most important of which are first, the development of specialized service for boys and girls in public libraries, and second, the appearance of the twentieth century socialized curriculum in the public schools.

Specialized library service in public libraries has been the result of and partly the cause of the development of a unique literature for boys and girls—a literature designed for youth and based on the varied interests of youth. The socialized public school curriculum is likewise an attempt to meet youth in its own world. And since the child and the adolescent may both become acquainted with their own worlds as much through reading as through experience, the literature and methods of the public library appropriate to youth have in the last quarter century been heavily drawn upon by the school, with the result that there is springing up every-

where in the United States the organized library within the school.

Not long ago in a book which I wrote as the result of the study made for the American Library Association* I summed up the objectives for the school library as follows:—

1. To enrich the school curriculum by providing library service for pupils and teachers.
2. To acquire and organize library materials for school service.
3. To give instruction in the independent use of libraries and of books as tools.
4. To share with other departments of the school responsibility for fruitful social training.
5. To foster informational reading as a life habit.
6. To encourage the habit of reading for pleasure.
7. To develop the library habit.

*Sent to the Library Service Section of the first All-Asia Educational Conference.

*Fargo, L. F. *The Library in the School*, 1930. Chicago: American Library Association.

Elaborating upon these objectives, it may be said that it is the aim of the school library working under or in co-operation with the public library to put excellent cultural, vocational, scientific, and recreational reading facilities within the grasp of every child of school age, and to stimulate the reading habit as an important item in mental health and intellectual progress and of leisure. It is also the object of the school library to train boys and girls in the methods of research—or, as it is more frequently stated,—in the use of books and libraries as tools; for the newer curriculum abandons the single text and sends boys and girls foraging through printed matter of every description.

It is obvious that the objectives represent a very generous position as to the nature and extent of service within the school. In fairness it must be admitted that two rather definite and different ideals exist concerning the service a school library should give. Many educators believe that the school library's main function is to supply material definitely related to the work of the classroom, and therefore material chiefly of an informational sort, while others feel that the school library should do this and much in addition. They believe that it should add to the more obvious phases of curriculum enrichment a general reading service similar to that of the public library, and that to do this it should maintain collections of fiction and general literature connected with the social life of the school and the developing of personal interests of the pupils. These books, they further believe, should circulate as freely as books circulate from a public library.

For example, in such a school as the Omaha Technical High School, Omaha, Nebraska where 85% of the pupils will never go on to college and fully 56% of the pupils are foreign born or have foreign parents, service of the second type seems exceedingly important. The pupil serves as interpreter to his family of our customs, our ideals, and even our language, and the recreational and inspirational side of school library service is wisely emphasized. Because of the belief of the administrators that children of this type should have every influence for development the library is the centre of the school, and anything that will foster a love for books and for

the joy they can give is brought into its work.

Reference might be made to many other school libraries functioning where the population is more purely American which also carry on this same wide range of reading service. Differences of opinion among administrators arise less from difference in educational theories and the class of pupils to be served than from difficulties of financial support. Service of the second type necessitates large collections of books, more equipment, and more clerical and professional assistants. Because of the greater size of the collection to be maintained and also because of voluntary pupil attendance, it likewise necessitates large library quarters in the school.

As conceived by progressive librarians and educators, the essentials in personnel and equipment for ideal service may be summed up as follows:—

(a) A generous supply of carefully selected reading materials including periodical literature. By "carefully selected" is meant books and other printed matter selected by experts familiar not only with worth-while literature, but also with the reading interests of boys and girls in their widest range.

(b) Attractive and adequate library quarters in the school, so that library activities may be engaged in freely and pleasurably.

(c) Professionally trained librarians in charge in order to insure adequate organization, personal guidance, and expert book selection.

(d) Co-operation between library agencies within and without the school to the end that community reading resources may have a consistent and effective development and that interest in reading may continue and be satisfied after the child leaves school.

But performance often fails to come up to ideals, and this is as true in the field under discussion as elsewhere. In actual practice school libraries range all the way from a collection of antiquated sets of worthless books in a Principal's office to large collections of the best books and periodicals in special rooms, presided over by trained librarians. There are 25,000

public high schools and private preparatory schools in the United States, of which only 3,000 are *known* to have well organized libraries. There is no record of elementary school libraries, but in recent years they have grown at a rapid rate. Outside of certain progressive city school systems and some rural localities where service has been carefully organized and supervised by effective state or county library *agencies fruitful school library activity is frequently absent. The choice of books is poor, organisation is lacking, and correlations with the social program of the school are unsatisfactory.

Two very important questions relative to school libraries are: How are they administered and to what extent are various administrative plans effective? In the interests of compactness and clarity the answers are submitted in outline form:

Types of School Library Administration

A. In urban communities,

1. Under school board administration

(a) Independent units in senior high schools and sometimes in junior and elementary schools.

When care is taken to select competent librarians these isolated units may be very effective.

Examples: Spokane, Washington, Hartford, and many other cities of medium size.

(b) Centralized service under a division or department of school libraries with a competent supervisor in charge, who undertakes to provide organized service and trained personnel in the more important school units, and organized classroom collections in lesser school units (small elementary schools). This type with local modifications works well in Detroit, Denver, Los Angeles, and elsewhere.

2. Under co-operative public library and school board administration.

(a) Classroom library service provided through public library; *i.e.*, carefully selected,

organized book collections sent out in classroom units and frequently changed. These often supplement permanent reference collections directed by the head of the public library children's department, or a special director of school library work. Buffalo, New York, is a good example.

(b) Full centralized service conducted by the public library under contract or agreement with the school board. Libraries are conducted in senior and junior high schools and sometimes in elementary schools, professionally trained librarians being in charge under the supervision of a director who is a member of the public library staff. Among other things, this plan assures expert book selection, careful organization, and the correlation of all community library resource and activities. It also provides for parochial schools and other private and public institutions where children of school age are in attendance. There are many variations; school branches are in some cases open to adults: full service is sometimes available to high schools only, elementary schools being served by travelling collections and the children's room; service is sometimes extended to rural districts by contracts involving compensation to the library from the rural districts. (See further discussion of county library service). Examples of co-operative administration are Cleveland, Pittsburgh, and Portland, Oregon.

B. In rural communities.

1. Under school board administration.

(a) School libraries, public and private, independently maintained by the individual high school or consolidated school.* In the small elementary school the organized independent library is either non-existent or inadequate. In high schools or consolidated schools organization is apt to be lacking and service ineffective unless there is expert state supervision as in Minnesota and New York.

(b) A centralized service maintained by the office of the county superintendent of schools or a state educational agency, one

*Examples of effective state supervision are Minnesota and New York; of county library co-operation are California, Indiana, and New Jersey.

*A consolidated school occurs when a number of rural school districts join to erect a single large school to which children are transported by bus or train.

or the other or both of which send out travelling schoolroom collections. If a competent supervisor is in charge in the central office, this form of service is supposed to insure excellent book selection, economical administration, and frequent exchange of books. It does not provide, however, for the personal contact of children with expert librarians. The most serious difficulty is that frequently supervision and organization are not placed in the hands of experts but are left to employees of the county superintendent's office or state department of education who are unfamiliar with library techniques and whose book selection is too much influenced by the solicitation of interested publishers.

2. School libraries organized under the direction of interested outside agencies such as the Parent Teachers or the Junior League, these being voluntary organizations interested in the betterment of public schools. Such libraries share in the efficiencies and difficulties of other small independent units (see A, 1, *a*, above). Better results are obtained when the organization concerned co-operates with the local town or county library, where such exist, for the extension of service to schools.

3. County library administration.*

Organized service for all the schools of the county provided in proportion to the financial support given the county library by the school districts. High schools and larger consolidated schools may have fully equipped libraries with expert school librarians in charge. Lesser school units are provided with excellent travelling collections, frequently exchanged.

This is a desirable type of school library service for most rural communities. It is economical, it correlates school and community library service and it gives schools the benefit of expert organization. Weak points are inadequate financial support and occasional failure on the part of the county library to recognize the special nature of school service and the corresponding need for a specially trained director.

*The county library is a public, tax supported library using the county as a unit for support and book distribution. It is rapidly growing in favour as a rural library agency.

Neither of these undesirable situations is inherent in the plan. A much more serious handicap is the absence of county libraries in large areas of the United States, and the consequent inability of the school to arrange for consolidated local service. This handicap is, however, lessening with the steady spread of the county library idea.

It is obvious that specialized library service in schools makes it imperative to provide expert and highly specialized training for the librarians who are to carry it on. The United States has for a good many years had a small number of library schools of recognized standing which prepared candidates for public and college library positions. The coming of the school library has had not a little to do with the rapid increase in the numbers of such schools in the last four or five years. There are now seventeen accredited library schools, nearly all of which offer special courses for school librarians. Besides these, a rapidly growing number of university and college summer schools are offering more or less comprehensive curricula in school librarianship. In Columbia University, the University of Illinois and George Peabody College for Teachers, for example, a student may in three successive summers pursue a full year's curriculum (30 semester hours) in school library science. Such courses are proving especially popular with teachers who are able in a series of summers to prepare themselves for a shift from the classroom to the library, and so far there are plenty of openings for school librarians thus prepared.

No form of library development in the United States is proceeding so rapidly as is the school library. The problems it has raised are a perennial topic for discussion at educational and library gatherings, and the literature on the subject occupies a prominent place in professional library and school journals. In many respects the garment is still in the making. "On the service side the outlines of the pattern seem fairly clear: it is the function of the school library too as a vital educational agent within the school, providing enrichment for the curriculum, opportunities for social development, and an urge towards the life-long use of books for intellectual advancement and for pleasure. It is a well-defined programme. On the side of administration the pattern is not so clear nor will it be until more studies

have been made and more experiments tried *with a full realisation of the ends sought*. Perhaps in the final analysis classification of the service objectives will be found to be the longest step towards the solution of the administrative problem...If the public library is active and forward looking and of a mind to extend its service so far; if satisfactory agreements can be made on the financial side; and if, through goodwill and a fine sense of values, the ticklish question of divided responsibility can be met, a co-operative plan will result. But if the school

sees a more perfect educational tool in the school-administered institution; if public library service is lagging; or if the public library judges that it can do more effective work by devoting itself to the community outside the school, then the two institutions will go their own ways in a spirit of neighbourliness and well-wishing...But the library and the librarian have something to offer the school which the school may not attain single-handed, successful application of individualized method and continuing education through books."

The Library as the Centre of a University

R. D. PAL, M.B., B.S.

Hon. Secretary Jubilee Library Association, Toungoo, Burma.

IT is more than four years since Mr Furnivall gave us an address on the possibility of having a University at Toungoo and this evening we are just laying the moral foundations of such an enterprise. I have been attacked as the fake Registrar of a fake University, and an eminent local educationist remarked to me that it was ridiculous to talk of a University at Taungoo, and that we were making ourselves look very foolish as well as making mockery of other Universities. Well, it is less of a mockery to dream of a University at Toungoo than to think that the mere possession of a few magic letters after our names—B.A., or M.A., of a recognised University—implies the acquisition of any kind of Art other than that of jobbery, snobbery and the like forms of mental conceit and deceit. To some a University means only places like Oxford and Cambridge which are supposed to be the seats of English cultural education at its highest and brightest; others view Universities as breeding houses of priggishness and conceit.

But there is no need to fight shy of the word University which merely means an

Association of students and teachers who may or may not call themselves such, and the word "Convocation" which probably has alarmed many with harrowing ideas of, the distressing weight of academic hoods gowns and degrees, only means an Assembly. We propose to confer no degrees nor to execute any decrees, to pass no statutes nor to make statues of living educational ideals.

Here in the Jubilee Library Association, we have all the material necessary for the nucleus of a future University of Toungoo—we have an Association where books on various subjects are stocked, supplemented by lectures and debates, and social life is fostered by games and sports. We do hold examinations not so much to test their minds as to appreciate what is best, and to encourage them to further study and reading.

But some of you may object that we merely have a Library of some sort, and may wonder how a collection of books could be linked up with the idea of a University.

The popular fallacy of a Library being only a collection of fourth rate novels for the

[Address delivered at what was termed the "Annual Convocation of the University of Toungoo." U Saw Hla Pru, B. A., A. T. M., Deputy Commissioner, Toungoo, presided as "Chancellor;" and the audience consisted of heads of Schools, senior pupils, and members of the Association who are drawn from all classes of life and were styled "Fellows." The Address was delivered by the "Registrar," Mr R. D. Pal.]

use of the idle and the foolish has its parallel in the equally absurd idea that "education is merely a matter of school instruction ending for many at the tender age of 14 or 16." Education is a process that continues throughout life, and cannot rightly be ended with a comma, or a semi-colon or a full stop at an age when we have not even ground our last molar yet perhaps, and are still suffering from the shock of mental teething. "Libraries are an essential public service on which it is as respectable to spend money as on drains, or lights, or roads." Schools are places where the mere foundations of knowledge, and character are sketched and not even laid yet; Colleges are mere portals of entry to the vast domains of knowledge, hence the terms "Entrance Examination" which is held at its very Gates. In College life the barest outline of the plinth of knowledge is conceived and not even vaguely perceived yet. How then can a person who has just been introduced to the arts and sciences, and has had perhaps only a nodding acquaintance with Romeo and Juliet in Lamb's editions of Shakespeare or Calcutta annotated editions of Addison and Steele, presume to be the embodiment of knowledge and culture. Surely the fountain of knowledge, the Pierian Spring of culture is not so shallow and superficial as to run dry at twenty and three. We have then just struck water, merely seen it, not even sipped it yet when leaving a University. It is hardly reasonable to assume that all the claim to cultural education should be crowded into the short space of four years at College in our early twenties, in institutions largely meant to procure jobs for the sole purpose of securing bread and butter; and even this limited apology of an education comes to an abrupt end before 25 and the rest of active life is spent in amassing wealth without leisure. It is only when we have more than the greater part of a foot already in the grave that there is time to cultivate our minds in peace. You cannot cook culture with one eye on the clock, and the other on the supervisor at the examination. The schoolmaster's eyes are of necessity pinned on the pass percentage on which his reputation and increments depend—the pupil as an individual does not count so much as the number of successful units.

What you get out of school and College education is largely dry information most

of which is forgotten the week after the examination is over, and which could easily be obtained in any decent library at a thousand part of the cost, and time spent in school. The real object of education is not to pump dry informative knowledge into unwilling heads and leaky memories, but to promote culture, i. e., to cultivate the trinity of body, mind and soul to act harmoniously. Such a cultural education would open the windows of the mind and give us an outlook on life.

I am not here to speak in disparagement of Schools, Colleges and Universities; my contention is that we shall have to change our entire attitude towards education and remodel it from a new angle. Culture should be the only aim and object of education, and Libraries should replace text-books and 99% of the school curriculum, leaving unlimited time for a true cultural education in which body, mind and soul shall receive an equal amount of attention. Libraries will pave the way for the larger, fuller, and newer school of life.

The future length of life on earth is going to be longer owing to the agencies at work to broadcast the gospel of good health and hygiene, and it will no longer be necessary to rush through education in 4 years after leaving school. The division between school and college education will disappear, and instead of 16 at school and 20 at the University, the minimum age for graduation will be 40. Vocational training should have no place in the purely cultural education which should in every case precede any training for a profession or any sort of work.

Libraries will do away with the necessity of soul-killing examinations and all informative knowledge which at present only serves to strain or sprain the memory and leaves a stain on the mind. The future University then will be a Central Library equipped with scientific Laboratories, supplemented by a liberal scheme of lectures and debates, and well organised social life.

The day of large Universities is doomed, and Academic degrees will cease to be anything more than decrees of dead Cæsars.

The future is with the Libraries which will cater to a wider public without so much shock and physical suffering and without

the mind being bruised and burnt out prematurely. As R. L. Stevenson aptly says "Most boys pay so dear for their medals that they never have a shot in their locker and begin the world bankrupt."

The Universities will more and more abrogate their functions to Libraries which are less costly to the individual since they are free, and time is unlimited since a whole life can be spent in them; there will be no spectre of examinations, and no teachers of the type who believed that it did not matter very much what the child learnt, so long as it was disagreeable enough.

These Libraries would make Universal free education possible by being easily organised in every little village, and would produce a better informed public opinion, and a better educated "man in the street," than the present system which like a mountain in labour gives birth only to the mousling of dry knowledge of the skin-scratch and not even the skin deep type.

With increased avenues of knowledge and culture available to the two most important types of persons in the world—the man in the street, and the lady of the hearth and heart—it will be increasingly possible to do away with such diabolical international crimes as wars, and to pave the way for real progress and human achievement.

The success of the newer international experiments—League of Nations, Disarmament Conference, etc.—depend on the existence of a world-wide public opinion which can only result from an extensive reading such as is possible only with the Library system of University.

Such Libraries would be "real hospitals of the soul" as they were aptly termed by the first royal founder of Libraries in ancient times—King Ashur-Bani-Pal of Assyria.

More than anything else it would enable us to sing with the poet "the days of our youth are the days of our glory."

The pressure of examinations renders unnecessary cramming inevitable, and makes the best period of life miserable, and further attempt at study is made so unpalatable and unattractive that some even publicly burn their books on the last day of their examinations.

The new scheme of education would replace the study of geography, history, etc.

by aerial flights and visits to different countries instead of at present being stuck to benches in crowded classrooms with angry masters calling the rolls, and examinations appearing every other day. Youth is a period of development, growth, and not one of mere prohibitions and inhibitions in cages with schoolmasters as ringmasters in a circus armed with canes, where the birds and beasts are the girls and boys. With informative knowledge available at every Library door-step, and no maximum and minimum age limit, youth would come into its own as the Festival period of life. We would then be with the poet in singing of sweet seventeen, and may be able to see the moon at noon at twenty and two. Youth would be spent in roaming in the gloaming, singing songs of joy, looking for friends and a partner for life, travelling about and seeing as much of the beauty and the joy and the power of life before embarking on the responsibilities of life which we would not assume till 40. The tragedy of modern education is that it sours more than it sweetens, destroys more than it builds, and kills more than it creates. We should increasingly realize that the world of fact is dominated by that of Fancy, of logic and thought by sentiment, and of knowledge by culture. Culture is the end of education and it may be regarded as "what is left over after you have forgotten all that you have definitely set out to learn."

Culture is the cream of education—and prepares us for the final act before the curtain falls on the stage. It is far better to remain idle and ignorant and to have a normal and healthy outlook on life, than to distort our vision of life and its goal. Better to starve in life, and have not a single vulgar coin to jingle in our pockets than to cram dry-as-dust facts for passing the M. A., and forget what you came into the world for. Seers of visions are not idle dreamers—Tennysonian idylls and Stevensonian ideals would prevail only with the new ideals of education outlined for the morrow.

Then the idler and the youth would come into his own, and be the saviour of the world—the idler alone can build castles that stand in the air, look beyond his nose, see visions, live without money, and remember and fulfil his mission in life. Hitch your wagon to the furthest star, and live in the realms of an unfulfilled Utopia,

and the undawned days of the millenium than grovel in sordid misery of wasted lives, and thwarted designs. Yes, hitch your wagon to the furthest star, lest you forget what you come into the world for. We came for joy and Beauty, not for work and Drudgery—yes, lest you forget, catch time by the forelock, and live in terms of eternity without having one eye on the clock, and the other on the time-table.

"A man's reach should exceed his grasp
Or what's a heaven for?"

Knowledge and culture cannot be pumped by pressure or gravity nor shot at as in the case of Cupid. The Nine Muses of knowledge and Power have to be wooed and won, and

the Graces will then offer you their choicest gifts on bent knees. And such a type of education and culture can only be obtained by viewing from new angles, and having a newer vision of a University in which Libraries shall be the corner stones, and Memory shall record less sinister facts of history than the birth and death of Attila and Nero, and the mind shall be free to expand unfettered by the fear of examinations, or the weight of meaningless degrees, and the restraints of age limits. Of such a type shall be the future University of Toungoo—yet only a dim dream in the dusk and dust of to-day but nevertheless a drawn picture on the yawning dawning morn of to-morrow. †

*Inter-Library Loans in Great Britain

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WITHIN the last few years co-operation between the libraries of Great Britain has made rapid progress. There is little doubt that this is due to a large extent to the publication, in 1927, of the Report of the Departmental Committee on Public Libraries.

The main recommendations of the Departmental Committee are based on two possible developments in the library service of the country. The first of these is that libraries should be grouped in a series of Regional Areas, and the second is that, at the back of these Regional Areas there should be a central library, assisted by a grant from the National Exchequer, and having the status of a national institution.

"We shall not be satisfied", state the Departmental Committee in their Report, "by a mere extension of the practice (greatly though it is needed) of co-operation between adjoining libraries. That is only the foundation. We desire to see library service go forward by the linking up of these co-operating libraries into larger

groups, each centred on some great library which may be conveniently described as a regional library; while all these groups, or regions would again look to a common centre in the Central Library. In a given area, such as a county, it will plainly be to the advantage of the weaker libraries if they are enabled to draw upon the resources of a stronger one. Duplication of the more expensive books and periodicals, and of those which are not in frequent demand, will be avoided, and the copies of such works in the larger libraries will be utilised more fully than if they are confined to the areas immediately served by those libraries... We are satisfied that all parties concerned in it stand to gain by such federation; and we believe that it is only by such co-operation that the national library service can attain the fullest development."

Up to 1927, when the Report of the Departmental Committee was published, a good deal of unofficial inter-library lending had taken place, mainly between one librarian and other. The success—or, in many cases, lack of success—of this method of obtaining scarce books depended to a large extent upon the personal acquaintance of the two librarians concerned. The service was unorganised and it lacked the essential factor—any means of tracing the whereabouts of a book required. Some of the large,

*Sent to the Library Service Section of the first All-Asia Educational Conference.

†While we are by no means in entire agreement with this article it is inspired by a genuine enthusiasm for libraries and their function in social life.—Ed.

libraries were particularly 'generous in meeting the needs of the smaller and less wealthy libraries; the Birmingham Public Library being especially helpful in this respect. The Departmental Committee on Public Libraries recommended that the country should be divided into a number of Regional Library Areas. They, wisely, did not lay down what these areas should be. The function of a Regional Area may be explained quite briefly: the general idea being that each library should place its non-fiction books at the disposal of all the other libraries in the area. As all librarians know, it often happens that an out-of-print book urgently wanted by a reader in one town is lying idle on the shelves of a library in another town, but the lack of any means of tracing the whereabouts of the book, or of borrowing it if its location is known, means that the reader is unable to obtain the information he is seeking. A fully organised regional scheme would overcome this difficulty, and would be the means of mobilising thousands of otherwise idle books.

The details of the organisation of regional schemes have been under consideration since 1927, mainly by the Carnegie United Kingdom Trust, the National Central Library, and the Library Association, the last-named body having appointed a special Regional Libraries Committee to advise and assist in the development of such schemes. It is now clearly agreed that one prominent library in any Regional Area should undertake the duties of a Regional Bureau. It does not matter much what type of library this is; in fact, in the four regional schemes now in existence or in an advanced stage of development, one Regional Bureau is located at a national library, one at a public library, one at a county library, and one at an institutional library.

The function of the Regional Bureau is threefold. Firstly, it houses and keeps up-to-date a union catalogue of the non-fiction books in all the libraries in the area. Secondly, it receives and deals with all enquiries for or about books from any co-operating library. Thirdly, it acts as a link between the local library and the National Central Library.

It may be useful to know something about the regional schemes which are

now in existence or in process of development.

The first fully organised scheme is the one which has just been established in the four Northern Counties of England (Cumberland, Durham, Northumberland and Westmoreland). Practically every library in the four counties has agreed to place its non-fiction books at the disposal of any other library in the area. The co-operating libraries include the four county libraries, the Public Libraries in the towns, the University Libraries at Durham and Newcastle-upon-Tyne, and most of the special, or institutional, libraries. The Committee of the Library and Philosophical Society at Newcastle-upon-Tyne have agreed to house the Regional Bureau in their Library, and their Librarian is acting as the Honorary Secretary for the Regional Area. A Committee has been elected by the co-operating libraries to supervise the work of the Regional Bureau. A union sheaf catalogue of all the non-fiction books in the co-operating libraries is being compiled and will be used at the Regional Bureau. It is estimated that the compilation of this union catalogue will take about three years. The Carnegie Trustees have made a grant of £3,000 to meet the cost of compiling the catalogue and to pay the expenses of the Bureau for the first three years. These expenses are estimated at £200 a year, mainly to pay the salary of a part-time assistant and to cover the cost of telephone and postages. At the end of the three years the co-operating libraries will share (on some basis not yet settled) the cost of the upkeep of the Bureau. The chief items in the estimated cost of compiling the union catalogue are: Salaries of two cataloguers, £550 a year for three years; 920 sheaf binders at 8/6 each—£392; 600,000 slips at 5/6 per 1,000—£166. The balance is needed for typewriters, furniture, travelling and other minor expenses. The Literary and Philosophical Society are generously providing office accommodation free of charge. Many of the co-operating libraries are doing the bulk of the work themselves, otherwise a larger staff would be required for compiling the catalogue.

Once the catalogue is compiled it will be a comparatively easy matter for each library to provide the Bureau with entries for its normal accessions. The Bureau

will also be furnished with a note of any book withdrawn from a library.

When a book wanted by a reader in one of the four Northern counties cannot be supplied by his local library, the librarian of that library will forward details of the book to the Regional Bureau. The assistant at the Bureau will look the book up in the union catalogue, and if there is an entry for it he will forward the original application to the library possessing a copy. On receipt of the application the librarian will forward the book direct to the library wishing to borrow it. If no entry for the book appears in the union catalogue, the application will be forwarded to the National Central Library, where it will be dealt with in the manner described later.

The county which may claim the honour of having established the pioneer Regional Scheme is Cornwall, though, owing to the small number of libraries in the county and to the absence of any large library, it has not developed on the scale of the Northern Scheme. In 1927 seven of the nine urban libraries and the County Library agreed to co-operate. A union catalogue on cards has been established at the County Library, which acts as the Regional Bureau. The Carnegie Trustees provided the necessary funds to cover all initial expenses. Last year 252 volumes were obtained by the co-operating libraries through the agency of the Bureau. This is a very satisfactory figure, when it is remembered that no town in Cornwall has a population of more than 15,000, so the demand for non-fiction books which are not in the local library must necessarily be small. It must be remembered also that had it not been for this service it would not have been possible for the readers to have any of these books except from the already overburdened National Central Library. When the Northern Regional Scheme is in full working order there is no doubt that a large number of volumes will be lent to libraries in the four counties through the agency of the Bureau.

Another large regional scheme which, it is expected, will be established in 1931, is the West Midland Regional Scheme, covering the five counties of Hereford; Shropshire, Staffordshire, Warwickshire, and

Worcestershire. The procedure to be adopted is similar to that of the Northern Scheme. It is probable that the Carnegie Trustees will finance the compilation of the union catalogue, which will be a sheaf catalogue. The Regional Bureau will be housed at the Birmingham Public Library, the Committee of which has been exceedingly helpful and generous. They are providing free accommodation as well as their own contribution (510,006 entries) to the union catalogue. The City Librarian of Birmingham will act as the Honorary Secretary.

In Wales, nearly all the libraries have agreed to co-operate in the compilation of a union catalogue. This will be housed at the National Library of Wales, which will act as the Regional Bureau. It is hoped that a start on the work will be made in the near future. When this catalogue is compiled a Regional Scheme will be adopted for the whole of Wales, with the possible exception of a few libraries which have not yet agreed to co-operate.

The Departmental Committee appointed to report on the library provision in Northern Ireland have recommended that a regional scheme be adopted for the whole of Northern Ireland, and that a new State Library, at which the Regional Bureau would be housed should be established.

In London a Committee has been appointed to compile a union catalogue (on cards) of the non-fiction books in the public libraries of the twenty-eight Metropolitan Boroughs and Guildhall (City) Library. The total number of libraries (Central and branch) included is 89. A staff, consisting of an editor and two assistants, has been appointed, and work was commenced in April, 1930. The catalogue, which, it is hoped, will be completed in about three years, will be housed at the National Central Library.

It will be seen from the details just given that there is every likelihood of about one-third of the total area of England and Wales being served by a regional scheme within the next two or three years, and it is probable that within the next decade the whole country will be served by ten or a dozen Regional Groups, each with its own Bureau and a complete union catalogue.

In addition to existing or embryo regional groups, a good deal of co-operation is taking place between small groups of libraries. For instance, all the public libraries of Norfolk and Suffolk have an arrangement for the inter-lending of books and the inter-availability of readers' tickets. These libraries also consult one another when buying expensive or highly specialised books, with a view to avoiding unnecessary duplication of those books which are not in frequent demand. The public libraries of Doncaster, Mansfield, Newark, and Worksop have a somewhat similar scheme as also have the public libraries of Accrington, Blackburn, and Burnley. All the public libraries in Northamptonshire and a number of public libraries in the Thames Valley district have adopted schemes for the inter-lending of books.

A body which has done valuable work for the University libraries is the Joint Standing Committee on Library Co-operation, which was established six years ago to facilitate the lending of scarce books between one university library and another. The university libraries of Great Britain contain nearly 10,000,000 volumes, many of which are exceptionally scarce. This figure includes over 15,000 incunabula and 50,700 English books printed before 1641. The Joint Standing Committee have established an Enquiry Bureau at the University of Birmingham, through which arrangements are made for the loan of scarce books between one library and another. The work of this Bureau will be transferred to the National Central Library within the next six months. The Joint Standing Committee are compiling a union list of the periodicals in the university libraries of Great Britain and Ireland. The total number of entries which are housed at the National Central Library is now 60,000. This includes most of the university libraries except Oxford and Cambridge, the entries for which are now being made. It is hoped that this union list will be printed. It will contain an entry for every periodical in the university libraries, with references to the libraries containing them. This list, together with the recently published "World List of Scientific Periodicals," will be of immense value in tracing periodicals.

We have now surveyed the progress that has been made in the establishment of the

regional schemes recommended by the Departmental Committee on Public Libraries and other minor forms of co-operation' so we will consider the second of the Committee's recommendations the establishment of a Central Library.

If the regional schemes are to function satisfactorily it is necessary that there should be some institution which provides liaison between the various Regional Bureaux, and which acts as a great national reserve for books which are not easily obtainable in the regional areas. In England we are fortunate in having in the British Museum the greatest reference library in the world, but, being a reference library, the books are rightly, not available for use outside the library. For many years the need has been felt for a national lending library which would give to those persons who are unable to work in the British Museum access to books which they would otherwise not be able to obtain. But it was not until the Central Library for Students was founded in 1916 that this need was met in any organised way. Since that date the Central Library for Students has made steady progress, and in March, 1930, on the recommendation of the Royal Commission on National Museums and Galleries, it was reconstituted as the National Central Library.

The main functions of the National Central Library are: (a) to lend otherwise unobtainable books to libraries in all parts of Great Britain and Ireland; (b) to lend books to organised groups of adult students; (c) to act as a clearing house for the loan of books in the libraries associated with it (known as Outlier Libraries) to other libraries; (d) to act as a liaison department between the various Regional Groups when they are established; (e) to form a union catalogue of the books in the Outlier Libraries; (f) to trace the whereabouts of copies of scarce books; (g) to supply bibliographical information; (h) to act as the National Centre for Bibliographical Information in Great Britain, in association with similar Centres which have been, or are being, established in other countries.

The National Central Library does its best to supply any type of book other than fiction, the ordinary textbooks required by students in connection with examinations, books which are in print costing less than

six shillings, and books which the local library should buy for itself.

If a book is out of print it will be supplied, if possible, whatever the published price may have been. The Central Library does not lend books direct to readers, but only through the local public, university, or other library to which they have access: the reasons for this being (a) that the stock of the local library is drawn on first, and (b) that the reader is educated to look upon his local library as his natural source for the supply of the books. In other words, the Central Library does not interfere with the legitimate work of the local library. No charge, other than that of postage both ways, is made for the loan of books.

The Library's main sources of income are a Government grant of £3,000 per annum, a grant from the Carnegie United Kingdom Trust (this year £3,750), a total of £1,400 from four other bodies, and about £1,500 in voluntary contributions from public, county, and other libraries. The total income this year is £9750. The contributions from the libraries are quite voluntary, and the service offered by the Central Library in no way depends upon the amount received; in fact, a few libraries do not make any contribution. The Government grant of £3,000 is earmarked for (a) the supply of bibliographical information, (b) the development of the Outlier Library system, and (c) the compilation of a union catalogue of the Outlier Libraries.

The libraries in England deal direct with the National Central Library, those in Wales send their applications through the National Library of Wales, which forwards to the National Central Library those it is unable to deal with. The libraries in Scotland apply to the Scottish Central Library for Students at Dunfermline, and those in Ireland to the Irish Central Library for Students at Dublin. Both these libraries which are financed by Carnegie Trust, work in close touch with the National Central Library.

One of the most important functions of the Central Library is that dealing with the Outlier Libraries. An Outlier Library is a library which undertakes to lend its books to any other library through the agency of the National Central Library. There are now 104 Outlier Libraries. 67 of

these are special libraries, 30 are public, or town libraries, and 7 are county libraries. The total stock (excluding fiction in the public and county libraries) of these libraries is nearly four-and-a-half million volumes, including some 26,000 sets of periodicals. Owing to the specialised nature of some of the Outlier Libraries, many of the books obtainable are very scarce. In fact, in some cases, the Central Library can supply from this source books which are unobtainable elsewhere in Great Britain. It is hoped that in time all the important libraries in the country will become Outlier Libraries, either in direct touch with the National Central Library or working through one of the Regional Bureaux. The following list of some of the special Outlier Libraries will give an idea of the value of the Outlier Library system :—

Animal Diseases Research Association of Scotland.

British Drama League.
British Medical Association.
British Optical Association.
Entomological Society of London.
Folk-Lore Society.
Geographical Association.
League of Nations Union.
Linean Society.
Literary and Philosophical Society.
London School of Economics.
London School of Hygiene and Tropical Medicine.
Manchester Literary and Philosophical Society.
Office of the High Commissioner for India.
Royal Aeronautical Society.
Royal Anthropological Institute.
Royal Asiatic Society.
Royal College of Veterinary Surgeons.
Royal Empire Society.
Royal Horticultural Society.
Royal Institute of International Affairs.
Royal Microscopical Society.
Science Library.
Scottish Marine Biological Association.
Society for Psychical Research.
Society of Antiquaries.
Solon Ceramic Library.
South-Eastern Agricultural College.

The work of the National Central Library as the National Central for Bibliographical Information in connection with the international scheme which is being developed by the International Institute of Intellectual Co-operation (League of Nations) will, it is hoped, be started next year. The general idea of this scheme is that there should be a Centre for Bibliographical Information (usually at the national library) in each country. Such centres have already been, or are being, established in Austria, Belgium, France, Germany, Holland, Hungary, Poland, Switzerland and the United States.

The following summary of the recommendations of the International Institute of Intellectual Co-operation gives an outline of the functions of the National Centres:—

(1) That a centre of information be established in connection with the national or the central library in each country, to which intellectual workers may apply for particulars concerning the libraries, special collection, or other sources from which they may obtain books, periodicals, manuscripts, etc.

(2) That such centres of information be provided with the necessary staff, funds, and bibliographical equipment.

(3) That such centres should be co-ordinated as closely as possible, in order that they may be able to give information required by any other national centre. With this object the national centres should undertake to (a) supply information to other national centres; (b) transmit enquiries to other national centres; (c) file copies of all requests and supply information subsequently received; (d) endeavour to centralise requests for information concerning the special collections of their respective countries.

(4) That the centres should be able to provide reproductions of books and documents when the originals cannot be supplied.

With the growth of the Outlier Library movement, the Central Library finds it increasingly difficult to trace copies of books required. It is hoped that work will be commenced on a union catalogue of the books in the Outlier Libraries (already 4½

million volumes) early next year. This union catalogue will be on cards and will, in time, contain entries for many millions of books. The information given in it will be supplemented by a great national sheaf union catalogue, composed of the carbon copies of the entries for the books in the union catalogues of the Regional Bureaux. It is in order to make this great national union catalogue possible that the Northern and West Midland Regional Bureaux are adopting a sheaf, rather than a card, catalogue.

This paper may be summarised by an outline of the way a reader may obtain a book when the Regional Bureaux are in full working order. We will take two imaginary cases, the first being that of a farmer living many miles from a large library. Our second example will be a university professor requiring books in connection with the research work.

If our farmer requires a book on, say, some agricultural subject, he obtains it in the following manner:

(1) He applies to the honorary Librarian of the local centre of the County Library. If the book is not in the small collection in the library, the honorary librarian sends an application for it to the county librarian.

(2) If the book is not in the stock of the County Library the librarian will either buy a copy (if it is in print and is one which he would wish to add to his stock) or he will forward the application to the Regional Bureau.

(3) At the Regional Bureau the book will be looked up in the union catalogue, and if a copy is noted as being in any library in the Regional Area, the application will be forwarded to that library, the librarian of which will send the book direct to the farmer requiring it. If no copy of the book is entered in the union catalogue of the Regional Bureau, the application will be forwarded to the National Central Library.

(4) The National Central Library deals with the application in the following manner: (a) if the book is in the stock and is not issued to another reader, it will be posted the same day to the farmer; (b) if the book is in

the stock but is out at the time of the receipt of the application, the farmer will be put on the waiting list and the book will be forwarded to him as soon as it is returned by the other reader; (c) if the book is not in the stock and is in print it will, probably, be bought; (d) if the Central Library is unable to buy the book it will try to obtain it from one of the Outlier Libraries; (e) if a copy cannot be obtained from an Outlier Library, application will then be made to the Regional Bureau other than the one through which the application was received. It is only in exceptional cases that the application would go on the Outlier Libraries or to the other Regional Bureaux, as in most cases the National Central Library would be able to supply the book.

In the case of our other imaginary reader the university professor—he will apply to his university librarian who, if he is unable to supply the book, will forward the application to the Regional Bureau. If a copy is not in the Regional Area the application will then be

forwarded to the National Central Library—where the same procedure, including application to the Outlier Libraries and the other Regional Bureaux, will be adopted as in the case of the previous example. If the application is of sufficient importance—say, for instance, for a volume of a foreign scientific periodical, a copy of which is not available in England—application will then be made to one or more of the National Centres for Bibliographical Information in countries likely to have the periodical required.

These illustrations show that when the regional and the international schemes are established there will be very few books which the research worker or other person urgently needing particular books be unable to obtain. Service will be a little slow, but the speed with which the books can be supplied will be immensely accelerated when the regional and national union catalogues have been compiled. This, however, is a matter which will take many years.

*Book Selection for Public Libraries

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Bansberia, Bengal.

Difficulties of the Problem.

BOOK SELECTION for public libraries is an *essentially* difficult work, and is rendered more so by the peculiar conditions existing in our public libraries. The function of a library is to gather, store, and circulate books so as to render the best service to the community, and, therefore, the greatest care ought to be taken in selecting books for the library. It is quite difficult to know and collect the best books, and even more difficult is it to make the best use of them. You may have the shelves of a library filled with the most thoughtful and learned books in the world and yet the library may fail to render the service it is meant for. Books on the shelves of a library are of no use unless they are read; and mere reading is useless unless it stimulates the mind and character; and mere stimulation does no good unless it is the

right sort of stimulation, calling forth the higher human functions in the readers. To these when there is added a consideration of the wide diversity amongst the readers as regards their tastes, knowledge and culture the difficulties become more enormous. The extremely limited resources of our libraries, the want of any intellectual atmosphere in the areas served by most of them make the problem an extremely thorny one.

Discrimination necessary in respect to presentation volumes. Public libraries get books by two different sources—by purchase and by presentation. The principles which we are to discuss in this discourse apply to purchases as well as to gifts. There is a general tendency to welcome all gifts simply because they do not cost anything to the library. It is a wrong idea. They do really cost the library a good deal. They are to be bound, classified, catalogued, shelved and

*Paper read at a general meeting of the Hooghly District Library Association.

taken care of, which require labour and money. Every book in the library, therefore, whether purchased or gifted should be on the shelves to supply some want and not, merely to fill space in the bookcases.

Necessity of a classified catalogue. It is best to start the work of book selection with a properly classified catalogue. By a properly classified catalogue I mean one that can serve as a guide to the librarian in the matter of book selection, telling him what he possesses and what he does not but should have possessed. In such a classified catalogue, the major, minor and subordinate classes should be so constituted that in a model collection for the particular community there will approximately be the same number of books under each co-ordinate head, so that the librarian turning over the pages of his own catalogue will readily understand the strength and deficiencies of his library. I emphasise the phrase 'for the particular community' because the needs of each community are different, and therefore a mechanical adherence to an elaborate international system will be of little use to the type of libraries we are envisaging. Such an elaborate international catalogue may be of use only to international libraries or those that are imitating them, trying to make a thorough and exhaustive survey of all human knowledge and learning. But even that is hardly possible, for in every collection books in one particular language and well-known in a particular community must predominate. However a model catalogue like that which I am speaking of may be prepared for the smaller libraries of Bengal which serve areas inhabited by the same type of people and having practically the same atmosphere and the same needs. The Hooghly District Library Association might give a useful lead here by preparing a model catalogue for smaller libraries of Bengal. Each library might try to utilise its resources to follow the model set for them.

But it will never do merely to follow a model, helpful though that might be. The principles of book selection that underlie the preparation of a model should further be amplified and applied in the particular case of each library to make it a useful and dynamic institution.

Demand. The first thing necessary before preparing an order list is to know the demand. The word 'demand' is to be

taken in its widest sense, including both existing and potential demands. The librarian has to know what the people do read, as also what they would like to read. By personal contact with the readers and the potential readers, through knowledge of club talk, through a close study of comments on books taken out by readers and first hand talk with them, the librarian may know much about the existing demand. Direct and indirect enquiries for information on various topics, the use of reference works by readers, the popularity of papers and magazines may help the librarian in understanding the nature of the 'demand'. A study of the charging tray and other records in the library will also yield valuable information as to the readers' preferences and intellectual equipment. A Suggestion Book should be kept for use by the readers and the suggestions carefully noted even though the particular volumes suggested may not be thought suitable for purchase. The study of the demand should be directed not so much with the passive instinct for compliance with popular wish but rather with the desire of discovering the tastes and capacities of the clientele. It is not enough simply to note the percentage of demand with respect to the various classes of books. Closer scrutiny should be made with a view to understand each particular reader's taste and manner of thinking. A reader who always orders novels is not necessarily interested in any and every novel; he can moreover be interested in works other than novels which have relevancy to the topic he is interested in. If he is a reader interested in novels touching the question of relationship of the sexes he may gradually be led on to Dramas, then to Essays having a similar theme and later on to Sociology and History. The study of demand is to be actuated by the desire to know just what material exists and how it can be shaped best. Another method of gauging the demand is to know the occupations, pastimes and hobbies of the readers. They will naturally be interested in getting knowledge that will stand them in good stead in their everyday activities of life. The intelligent librarian pursuing these hints will be able to form a fairly accurate idea as to the nature of the demand.

Classification of readers. The next thing that the librarian requires to assess is the

potential demand. Having known the people the library is meant to serve, he should next judge what further branches of knowledge they might be made interested in. The library is an educative agency and the "intellectual quotient" at the library must be higher than that of the public it is meant to serve, so that the readers should always go back from the library *gladder and wiser*. The most convenient plan therefore, will be to have also a classified list of readers. A great deal of labour has been spent over devising systems for classification of books, but at least an equal amount should be spent in classifying readers. After all the library like all educative agencies is a human institution and has to do not so much with books as with men. But unfortunately no thorough going or scientific system has yet been tried in this connection, and if the Hooghly District Library Association would make a beginning in this direction, they might set an example to the rest of India. In this connection I venture to suggest that suitable formulas might be devised connecting the classification of readers with the classification of books so that it might be easy to suggest suitable books for each particular reader. Too often the practice is to procure books for a nonentity called the general reader. As a matter of fact no particular reader fully answers to the description of the general reader, and books are procured with the haziest notion as to their utility and interest for different types of readers.

Importance of classics and standard works. Coming now to the other side of the ledger, that is to say, the intrinsic worth of books, we have first of all to recognise the importance of the classics and standard works in every branch of learning. Little need be said regarding the classics. They are the great and immortal books, and it is one of the supreme rewards of education to be able to read and appreciate them. Whatever else one may read for edification has its value only as leading ultimately to a sympathetic study of the master minds. It is one of the first duties of a library to preach the gospel that is contained in the classics, and therefore the library should try its best to procure them. Fortunately most of the classics are to-day available in cheap editions and a library will be well advised to have additional copies of such works. Actually most of the classics are among the best sellers and a library need not be afraid of any diminution of its

income or influence on account of stocking the shelves with classics.

Where the resources of a library are limited, and it is not possible to have an adequate number of books under every subject head, the best thing to do will be to have one standard work or a representative anthology in lieu of a small number of unimportant books or pamphlets on a particular subject. On the same principles, in order to make the library comprehensive though unambitious, dictionaries, encyclopædias and other important reference works must be procured and their use popularised. A library after all is meant to complete the mental equipment of the citizens.

Periodicals. Every library ought to have a sufficient assortment of newspapers, reviews and magazines of various kinds. As vehicles of popular knowledge and as sources of daily mental stimulation and of every day information their utility is almost immeasurable. As to the particular number and the variety of papers and magazines to be subscribed, for the librarians should be guided by the nature of 'demand'.

Books in English. An Indian library to-day, like the educated Indian, cannot help being bilingual. English is for us the key to the world's knowledge and culture which it is practically impossible for us to do without. English books should therefore be procured to supply deficiencies that cannot be made up by any work in the vernacular and further to acquaint us with the world's best thought and culture outside the mother-tongue.

Evaluation of Books. Ultimately, however, every library authority will be faced by the problem of evaluating books—with the question whether a particular book is worth purchasing. To decide such a question one must have a thorough education, a catholic taste, and a wide knowledge of books. Sometimes it will be found that the work can be best performed if done by those who have specialised in different branches of learning. The selector or selectors should make their reports, and then and only then should the question of purchase be decided on. The frequent practice of purchasing books simply by looking through the announcements of publishers ought to be discouraged. An exception can only be made in the case of the works of the writers of very great reputation, almost every work of whom has been accepted as a classic. Here again the Library Association might help the constituent libraries. It

is not always possible for every library to procure the services of a qualified group of selectors. The Library Association might send to the constituents monthly reports of new books published as also of other books regarding which a reference has been made to it. For the sake of convenience and expedition in work, the routine forms for report like those recommended for American libraries might be followed.

Choosing Between Different Books. The final problem for the selector is to adjust the demand to the resources of the Library and its educative mission. A simple system of arithmetical values might be given to books according to the demand and the intrinsic worth. When the question is one of choosing between two books X and Y their respective utility might be judged by the ratio $X:Y::a:b$ when a and a' represent the probable number of calls for X, Y during one year and b and b' represent the index of intrinsic worth. In purchasing books of different classes, the well-known principle of economics regarding the equality of marginal utility might be observed, and utility judged by the formula $X:Y::a:b::a':b'$. By observing these principles it will be possible to apportion the library funds to obtain books of the highest quality for the greatest number of people. In actual practice it will be found that a mechanical adherence to these rules may cause some inconveniences, and where the librarian's instinct tells him to make a departure from them he should not be afraid to do so. 'The letter killeth; the spirit giveth life,' and the true library does indeed possess an entity and a spirit of its own, quickening and energising the intellectual lives of its clientele.

Routine form of Report on works of Fiction.

1. The Author—(Literary reputation)—
(How many of his books are already in the library).
2. Price.
3. Whether the interest depends on *the plot*
or *"characters"*
or *"setting"*
Whether a thesis or propaganda work—
(the particular thesis)
Whether humorous, tragic, happy, melodramatic, satiric or fantastic.
4. Plot—kind of plot (adventure, mystery, etc.)
—original or hackneyed
—simple or involved
—ingenious or probable
—well worked out or loose
—interesting, or flat

5. Characters—whether lifelike, natural or subtle. Whether it is a psychological novel
6. Setting—period, locality, atmosphere—society pictures and manners
7. Style—diction—expression
8. Art—whether romantic or realistic or idealistic or impressionistic, etc.
Appeal—very popular, popular average, limited.
Effect—If inspiring, stimulating, wholesome, cheerful or moralising.
General treatment—worthy or trashy; important or trivial, interesting or dull.
9. Specially meant for—all, men, women or boys; students or laymen; sophisticated readers or the average reader.
10. Opinions from critics.

Routine form of Report for works on specific Subjects.

1. Author—(Literary reputation).
2. Price.
3. Exact statement of the subject matter special aspects emphasised.
4. Treatment—full or brief; concrete or abstract; elaborate or simple; scholarly, technical or popular accurate or inexact.
Form—monograph—treatise—manual—schoolbook.
5. Sources.
Materials—primary or secondary; private or accessible based on personal observations or research.
6. Style.
Diction.
Expression.
Presentation—clear or involved, forceful or illogical; whether informing and convincing, whether entertaining, interesting or dull.
7. Quality—authoritative or spurious—learned or trashy.
8. Position in the world of Learning—comparison with other works on the same subject.
9. Meant for—adults or children; students (beginners or advanced) teachers or specialists.
10. Opinion from critics.

Place of Reference Work in a Modern Library and the relation of the Reference Section to other Sections therein.

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THE OBJECT of this paper is not to give a systematic account of Reference Work and how to do it, but to bring home to the minds of library assistants other than those of the Reference Department that what a unique and strategic place Reference work occupies in a modern library. And how the work of every other section in a library is intimately related to and intended to serve the ends of Reference Work, and how a sympathetic understanding and a correct evaluation of this work on their part can obliterate self-centredness, widen the outlook, and bring about the *entente cordiale* which is so very essential among library workers.

You may ask why I chose this subject which again savours of selfishness, the very thing which I want you to obliterate. My answer is that it may appear so because I speak of it as a Reference Librarian. But the truth that Reference work is of superlative importance in a library always stands. I have heard people talking lightly of Reference work, saying that Reference Librarians have nothing more to do than to catch rats, count blind bulbs, write out shelf labels, pick holes in the work of other sections and bring resolutions in the staff meetings exposing flaws in the work of other sections, taking advantage of the fact that others cannot retaliate in like manner regarding our work. True that the column is blank in the diary of the 'R' Section against dates on which no rat was caught or no bulb was blind. But that is not the way to judge the work. Reference work cannot be measured as so many books catalogued or classified or cards written, or as so many items checked or ordered or accessioned, or as so many bills passed or vouchers posted or as so many periodicals registered or reminders sent or even as so many books shelved or tags pasted. Reference work is something that transcends all such measures by figures. It is a sacred trust left in our hands while the Damocles sword of Public Opinion is ever hanging over our heads which is at once an advantage and

a disadvantage—advantage in the sense that we can take a legitimate pride in shouldering that responsibility and disadvantage in the sense that there is no human being who can carry out to perfection the lofty ideals implied in Reference Work.

The place of Reference Work in a library may be considered both from the point of view of the public and that of the library office. Let us see what the attitude of the public is towards the Reference Section. The Reference Section with its adjunct, the Counter, is all of the library for them. When they have the library and its personnel in mind they mean only the Reference and the Counter Staff. Ninety per cent of our clientele don't know what goes on behind the screen. The Account-day ordeal of the Accountant, the Thursday incubus of the Book Section and the despatcher, the Foreign mail sensation of the Periodicals Section and other stern realities in the office are nothing to them. They are concerned only with us who are working outside the screen and if they get the book and the service they want, the library is good and if not the library is bad. The library is judged by the work done outside the screen.

But who are they that make the smooth working of the Reference Section possible? It is those who work behind the screen. Though the public is not concerned with them, we the Reference staff entirely depend upon their co-operation, and efficiency; for it is they that prepare the materials with which we have to serve the public. And in order that their contribution may be effective they should realise that all the work that they do is not an end in itself but only a means to an end. Therefore it is their duty to understand sympathetically the place of Reference Work in the library.

The new library outlook. To have a clear notion of the place of Reference Work in a modern library it is necessary to understand what a modern library is. What a tremendous

metamorphosis has come upon libraries of the present day! Words often remain the same when what they signify have changed. For example, the ship is no more a 'ship' like that of Columbus with masts and sails, and a lamp no more consists of wick and an oil reservoir but has become an electric bulb. Similarly, we continue to use the term, 'Library' although its appearance, functions and aims have considerably changed in recent times. The Library of the present day is no more a mere store house of books, and librarians merely the custodians thereof. From a simple organization it has become a very complex institution establishing every possible relation to community life, equipped to meet new calls and to create new demands for its resources. Traditional limitations have been questioned and the numerous phases of library work re-assessed. The missionary spirit that was responsible for stirring up a Gautama Buddha, an Asoka or the Jesuit Fathers of Old, towards the spiritual elevation of humanity, is taking possession of librarians to spur them on to activities calculated to bring about the intellectual good of mankind. In the modern library books do not wait for readers to seek them. The modern librarian does not wait for enquirers to press their way to him. By all possible stretches of imagination and business ingenuity, he is widely distributing the books of the library like a merchant his wares, to win the public eye to them. The modern library has become socialised in its aims and practices and the Librarian is going out into the highways and byways persuading people to come into the library to satisfy the thirst for books he has created in them. It has become an educational and social centre, and a clearing house of information managed by librarians who are guides to the community's learning. When a ready-witted librarian was asked to define the duties of a librarian, he said that the definition was contained in the initials of the name of the American Library Association *viz.*, *A. L. A. which is equivalent to ASK LIBRARIAN ANYTHING. A more liberal and up-to-date definition cannot be given. Such is the revolution in the outlook and ideals of Librarianship.

Among the sweeping changes in library methods that this revolution in library outlook brought in its train, Reference Work is the most important. It is a very effective and potential instrument of the 'Five Laws of Library Science'

to fulfil their mandates. What is Reference Work? It defies exact definition. A liberal definition is given in the A. L. A. initials just referred to and a modest one is "sympathetic and informed personal aid in interpreting Library Collections for study and research". One may say, that with the introduction of open access and a classified catalogue with relative index, the need for reference work does not arise. But years of experience have convinced Librarians that if there is nobody to give personal guidance, the readers in a library are as helpless as the beast between haystacks. Even in America the land of libraries, the where library habit is ingrained in the people a reader is said to have gone to the main *entrance* of the library on seeing an entry in the catalogue saying "For further particulars see main *entry*". Another justification for the existence of reference work is that the organisation of books by the classified catalogue is after all mechanical and reference work is something which transcends machinery. The readers present so many psychological factors that it is possible to meet them only by personal contact. The readers can be connected with the right type of books only if there is a human element as a link between them and the library resources. That human element must have professional training, high educational attainments and a thorough knowledge of the resources of the library and of the library apparatus. They must have an inordinate appreciation of books, a sympathetic understanding and love of Humanity and a real enthusiasm to serve. Then only can the library function consistent with its modern definitions and up to the expectations of the Five Laws.

The place of Reference Work. The importance of Reference Work can be better realised if we can recall to our minds the state of the Madras University Library before the introduction of the Reference Staff. Was it possible for a reader to get a book without knowing the author? Was it possible for him to get "some other book" as a suitable alternative for the one he had in view and which happened to be out? Was there anybody to give him instruction in the use of Library apparatus, to guide him in the choice of reading materials and to elicit from him by a process of interrogation the real problems which he could not express clearly and to serve him in a suitable manner? Was it not our painful experience in those days to see readers quitting the library with a sense of disappointment and disgust? What

*Wilson Bulletin, Vol No. 7. p. 450.

a wealth of materials was lying fallow for want of the fertilizing and productive influence of a Reference staff! I need not say that we overcame all these difficulties by the introduction of Reference Work.

One or two instances of Reference Work done in the Madras University Library and in other libraries will bring home the Reference idea better than any theory of it. I shall give you one from *WYER'S book on Reference Work which is typical of the extent to which Reference service is given in American Libraries. A Milkman in Gloversville is said to have cried at the public library gate "A cure for my cow!" "A Cure For my Cow!" The Reference Librarian heard the cry and instead of simply directing the milkman to consult the card catalogue under "Cows" "Diseases of Cattle" 'Bovine therapeutics', etc. only to flounder among them, gave him the proper book which helped him to cure his cow. His gratitude to the library knew no bounds and at his death he left an endowment of 70,000 to that library in appreciation of the service that it was rendering to the public.

Last week a student asked for MAZUMDAR'S Hindu Civilization in our library. The new Reference Librarian that attended to him, taking the author and title asked for to be correct, exhausted all the processes for locating the book and was just coming to the conclusion that it was not available in the library, when I came there on my rounds. I entered into conversation with the student and elicited from him that he had in view "*Mohenjo Daro and the Indus Civilization*" and that the author and title he asked for were a mistake. He was directed to all the resources bearing on the subject. He said that he could not distinctly hear the name of the book when it was suggested by the Professor and that he constructed this author and title out of what he heard vaguely. What a mutilation of the author and title! Can a Catalogue solve this problem? Hardly a day passes without occurrences like this in our library not to speak of Reference questions which start a long and protracted hunt for materials. No more instances are necessary to convince you of the *Raison d'être* of Reference Work in a library. A close study of the ‡ "*Five Laws of Library Science*"

*Wyer J. I. *Reference Work*. Chicago, A.L.A., 1930 p. 9.

‡ Ranganathan, S. R. *Five Laws of Library Science*. Madras Library Association, 1931.

will reveal to you how essential Reference Work is for a library from the point of view of the Five Laws and what place it occupies there.

Having considered the place of Reference Work in the Library, let us see how every other section of the library is related to it. I have already told you that Service to the Community is the sole end and aim of the library and the work done in other sections is not an end in itself but only a means to an end. As is the case in a business concern, work in the library may be classified under three broad heads "Buy, Keep, and Use" or rather *Buy, Incorporate and Use*" The Book and the Periodicals Sections do the buying function. The Technical Section attends to incorporating the materials bought in the stock of the library in a scientific way and the Reference Section attends to the systematic exploitation of the resources. If a merchant goes on glutting his shop with merchandise with no thought to their sale, the inevitable result is that the business is a disastrous failure. The same will be the fate of the library, which is dealing in intellectual wares, if it simply goes on acquiring books and cataloguing them without making the public *utilise* them. What salesmen are to a business house, Reference librarians are to the library.

The Book section is responsible for the supply of the wares of our trade. Even as the salesman, with a keen knowledge of the tastes and requirements of his customers and of the seasonal, permanent and anticipated demands for articles sends timely indents but feels helpless if the supply is not forthcoming, the Reference Staff also who have to deal with the public with its multifarious tastes, select books for purchase according to the requirements of the library but feel annoyed if they are not reinforced with such books in season.

The chief interest of the Reference Section in the Book Section is that the books must be ordered speedily and when received rushed through for cataloguing. The Book Section must render this service with promptness and zeal. The Reference Section may also be consulted as to what subjects may be given preference in ordering. If there is no co-ordination between the Reference and the Book Sections, the result will be as follows: To a reader who wants Dikshitar's Hindu Administrative Institutions (The Madras University Publication) the Reference Librarian will have

to say 'not available' only to receive the retort from the reader "Nearer the church, farther from God, eh!" and hang his head in shame. If the Reference Librarian proudly offers Tagore's *Religion of Man*, our latest arrival, he meets with the remark "Oh! you people get books a century after their publication. Tired of expecting it in the library, I have bought a copy".

As for the Technical Section which is organising knowledge and preparing that wonderful and mighty tool for us, we cannot say how much we depend upon it. The test of the pudding is in the eating of it. The Catalogue is put to the test in our section. We are the public interpreters of the catalogue and every day we gather comments, observations and ideas regarding the catalogue. Hence the 'T' Section should solicit from us suggestions regarding the choice, correction and use of cross-references. The Reference worker, who has to deal with groupings of books by subjects on the shelves, is in an advantageous position to give suggestions to the classifier who considers books only individually as they arrive. Our concern in the 'T' Section is that they should realise that Reference Librarians also can contribute towards the enrichment of the Catalogue and the proper placing of books in Classification. Further they must classify and catalogue new arrivals and release them for the use of the public as speedily as possible. Another way by which they can help us is to attend then and there to books drawn away from the shelves for correction of call numbers as otherwise such books are withheld from use in the teeth of the First Three Laws. How often have we discovered at a later date in the 'T' Section, with a sense of shame, the self-same books which we have confidently asserted as out on loan?

The Periodicals Section has much in common with the Book Section and our relation to this Section should be the same as that with the latter. This section should realise how eagerly the successive issues of Periodicals are awaited and with what avidity they are read by serious students who know the probable time of their arrival and flock to the library and what a keen disappointment will be caused to them if the new periodicals are not placed on the tables with promptness. Besides this, the Reference Section should be given facilities to consult the Section records or to get any

kind of information on periodicals at any time and the importunities of the Reference Librarians on this account should not under any circumstances be resented.

The Binding Section which has to heal the physical ailments of books should frequently consult us with regard to the nature of the binding and the tooling of the proper titles of books on the backs, especially in Non-English Books. They must not only secure the speedy return of books from the Binder but make them ready for shelving within the minimum time to avoid a breach of the First Three Laws.

The Counter Section is an adjunct to the Reference Section. Proximity to each other and parallel working hours are conducive to co-operation between the two. But one impediment thereto is the frequent change of personnel due to the shift arrangement to suit the long working hours of the library. Any mistake arising out of a lack of co-ordination between these two sections will immediately come to the surface and will reflect adversely on the library. The other day a reader complained to me that he came to consult a book which he was not allowed to borrow on the ground that it was in need in immediate repair owing to its bad condition and that he was surprised to learn that the same book had been taken out by some other member. He also added that he had reason to believe that the library staff practised favouritism. On enquiry I learnt that the Counter Clerk did refuse the book on a sound reason but neglected one ostensibly trivial, but really important detail. When he was off duty he neither instructed his successor about the matter nor sent the book to the Reference Section for action, but allowed it to take its place on the shelf whence it passed into the hands of another reader who managed to borrow it. This negligence led the disappointed reader to come to such preposterous conclusions about the conduct of the library staff. One more instance and I have done. Once a Reference Librarian on morning duty, who promised a busy reader to get some information ready in the afternoon, forgot to leave instructions to his successor so much that the reader had to waste a lot of time when he called in the afternoon to get his information. What a breach of the Fourth Law! Hence it is imperative that the members of these two sections should, when they are off duty, communicate the occurrences, their observations

and decisions to the staff that take charge to relieve them. Every kind of information must be made common among themselves and between the two sections so that both the sections may be in one accord leading to effective service, which alone would render the reputation of the library enduring.

I have not exhausted the subject because of the short time at my disposal. But these are the lines on which we all should think and act to enable the institution we serve to take its proper place. Cannot we produce a wonderful effect, if, instead of being split into as many camps as there are sections, we all recognise our mutual obligations and mutual dependence and co-operate cordially and identify ourselves with the cause for which our Alma Mater stands? Let me finish the paper with the precept contained in the time-honoured Vedic Hymn which is a fitting Library Song and Motto.

संगच्छ्वं संवद्वं, संवो मनांसि जानताम्। समानो मंत्रः
समितिः समानी, समानं मनःसह चित्तेमषाम्। समानीव
आकूतिः समाना हृदयानि वः। समानमस्तु वो मनः ययावः
सुसहासति ॥ *

" Assemble together! speak together! let
your minds be

All of one accord. The place is common,
common the Assembly,

Common the Mind, so be their thoughts
united.

One and the same be your resolve and be
your minds of one accord!

United be the thoughts of all that all may
happily agree."

* *Taittiriya Brahmanan*, Ashtaka 2, Prasna
4, Anuvaka 4.

Library Service for Elementary School Children.

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The library as an important factor in School extension work.

ANY MOVEMENT calculated to help children must first of all take into consideration the nature of children and adopt such methods as suit their nature. The text-book, the so called 'detailed and non-detailed study' and examinations all form hindrances to their free reading and reading for self-satisfaction. How many children read through the whole of their text-book as soon as they buy a new one? Perhaps a very few. No doubt these may be necessary evils for a school, but it is very essential for us to cultivate in children a habit for reading. We could see in a school for adults a number of persons aged fifteen to twenty and more, who have almost forgotten their letters after they have read upto classes two, three, and four. Among various reasons to which this lapse into illiteracy may be attributed, one will certainly be the lack of opportunities for extra reading of books. The children

like to have handy attractive and interesting story-books. If only they take to library habits from early years they will ever pursue this habit even in after school life.

2. The teaching of other subjects under general knowledge.

Apart from language books, the children are asked to buy a number of books on Health, Civics, Moral instruction, History, Geography and even Nature study. To my mind this system seems to be an over ambitious one, and it throws considerable strain on the children. It is necessary to give them some general knowledge, but this general knowledge cannot be given solely through half a dozen prescribed text-books and an equal number of note books. Some of these books are full of information which is too much to be mastered by children. In some cases the books are left only half finished at the end of the year. We

rightly desire that we should give to our children what we felt lacking in ourselves during our childhood, but it is also necessary to remember that the children as children have to pass through a number of stages before they can become perfect. It is our concern to open to them all the available gates of learning.

3. The need for school extension work.

Granting that the primary duty of the school is to teach the three R's it is equally necessary to educate and train the pupils to become useful citizens through some school extension work which may take the form of a children's club, children's general knowledge association or the children's school assemblies. In any case the library cannot but form an integral part of this school extension work. It has come to establish for itself a good place in the heart of the school and its children. The library service is now going to teach them that hereafter they, the children, are going not to be slaves of a few text-books, but friends and lovers of a great many books.

4. The Nature of Library service for Primary School Children.

(1) *Books.* Children have been lovers of stories from their childhood. There should certainly be a supply of interesting story-books for children which will provide constant attraction and keep up their interest. In addition to these, books which can give them information regarding travels, pilgrimages, lives of great men and women, adventure, recreations in number and language, puzzles and riddles, etc., are essential. Books suited to children on some of these topics are yet to come out and some observations regarding publication of new books for children will be found later on in the course of the article. A public library for children must be open not only for boys but for girls as well, and they too must have some special books suited to their taste, such as books on music, folk songs, cradle songs, drawing and design, etc.

The books should be grouped in different divisions and each division must have a separate shelf. A case label should be placed at the top of each bookcase giving the subject of the books in the case. A catalogue of books should also be placed close to the entrance of the library. By this arrangement the children will directly get access to shelves containing books which would interest them or which they are in search of. When the children

come to the library they must be taught to look upon the rooms as a sacred temple of learning. They should keep perfect silence in the library rooms and walk so gently as not to produce any noise.

(2) Children's Magazine and Newspaper racks.

At present there are not enough children's magazines and newspapers. However, the available magazines and newspapers should be kept on racks. Some journals and illustrated weeklies meant for adults also contain some pages for children. If these are available they can be filed into an album. Picture albums inter-leaved with sheets containing descriptions of the pictures may be collected and kept in the library. A list of these picture albums would be valuable for ready reference. These may be prepared under the following heads:—(1) Temples of India. (2) Cities and Views. (3) Peoples of the world. (4) Children of all Nations, (5) Scenes from other lands, dwellings and occupations of people, animals and birds. (6) Puranic Stories in Pictures (Ramayanam, Mahabharatam, Bagavatham, and Skandham.) (7) Manufacture of some articles.

(3) **A suggested plan for a children's newspaper.** Though we do not have a good children's magazine, it is possible to produce one such useful magazine in manuscript in the preparation of which the following points may be kept in view. There are English papers such as *Children's Newspaper*, *My Magazine*, and the *Children's Encyclopaedia* all edited by the talented author Arthur Mee. On these models we can compile newspapers and magazines for our own children. I suggest the following headings for a Children's Magazine. (1) Prayer and Songs. (2) Puranic Stories. (3) Biography. (4) News of the world through pictures and cuttings. (5) Moral tales. (6) Humorous stories and dialogues. (7) Riddles. (8) Puzzles. (9) Handicrafts. (10) Nature diary. (11) Common things and their uses. (12) Scouting for children. The manuscript sheets should be filed together so that they can be removed and read by a number of pupils. At the end of the month sheets on different topics should be filed separately under each head. At the end of a year these files become the nucleus of a small Children's Encyclopaedia containing information on the above twelve subjects. If any

school could pursue this plan for about ten years it could surely bring out a Children's Encyclopædia in its own vernacular.

5. Old Boys as active partners of the School Extension Work.

In a matter of such importance as the library service it is highly imperative for the library organisers to enlist the sympathy of the old boys of the school. They should be enrolled as members of the school library on payment of a small fee, if at all necessary. This will keep them in touch with their old school and also enable them to continue their studies at home.

6. Other Library attractions.

Apart from books the children should have other attractions in the library and the following are some of them.

(i) Pictures should be exhibited every week. They should be filed into a file after exhibition for later use by students.

(ii) A large sheet of paper should be hung on the wall where children could write down the new riddles they have gathered or coined.

(iii) A blackboard showing a mathematical puzzle should be left for solution.

(iv) Once a week a lecture should be arranged for the children.

(v) A weekly story-hour should be arranged every Saturday or any other day.

(vi) Meetings should be held occasionally where children should relate interesting things they have read in books and magazines.

(vii) The Library should also be provided with games for little children.

(viii) It would be better if the library is situated near a gymnasium or a playground where for some time the children can have some physical exercise in addition to their intellectual recreation. Some provision for indoor games may also be made especially for girls.

The Library should also be kept open during the holidays. The use of the library will be better appreciated by children and their parents during the holidays. Story reading will have to be a special feature of the holiday library service. Short excursions to places near by can also be arranged with the permission of the parents.

Picture books should be purchased for little children. The Christian Literature Society of the Madras branch has brought out nice little publications for the use of children. *The Times of India* Illustrated Weekly used to publish some short stories illustrated by a series of pictures under the title "Tales of Old." These may be collected and preserved in the library.

Children's books on such subjects as wonders of the Heavens, wonders in Nature on and under the earth, common things and their uses, handicrafts, manufacture of useful articles, inventions, etc., should also be purchased.

All teachers should have some sort of elementary training in library work for children. This will include the following among others :—

- (1) Classification and Cataloguing of books.
- (2) Reading of books and picking out lessons useful for children
- (3) Making pictorial albums.
- (4) arranging story-hours and lectures.

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ONE OF THE MOST IMPORTANT pieces of work of the College or Public Library—the selection of books—is often given little thought and in many libraries is relegated to the odds and ends of time left over from the day's routine or crowded into the last day or two before a book order is to be made up. Any recognized system will be found to exist in libraries which are most successful in meeting their people's needs with an adequate supply of good books. A title may be held for many months until the expenditure is warranted, only to find that a better book is obtainable; or when the purchasable book appears the need may no longer exist. The librarian can be truly called successful in book selection who knows, at a given time, what he can afford to buy on a subject, how to select the best for his community, whether the demand justifies the necessary expenditure, and when the need has passed.

With the enormous and constantly increasing output of books, the problem of selection becomes more difficult each year. Add to that the growing tendency among authors toward specialization, the ever-widening range of types of books—from mere compilation to special please-the-large-number books on questions of the hour, the increased practice of revising and enlarging magazine literature for book publication, and the concession must be made that the librarian who selects for the average public library—often out of reach of the books themselves—can hardly have too many aids, provided they are reliable and he knows how to use them with discrimination.

Principles of selection.—A library should be built up according to a definite plan, to approach a certain ideal. Each book, of course, cannot be added solely to fit into that plan or ideal, and the growth of, or changes in the community may wisely lead to a modification of it, but it should constantly be a controlling force in selection and should decide the question of purchase in cases of doubt.

The book.—As most College and Public libraries are, however, striving to accomplish much the same purpose, there are certain principles of selection which are applicable to all of them.

1. Select books that will tend towards the development and enrichment of life. Test the book by asking what its effect will be on the life of the community. Mrs Fairchild says "The function of the library is the development and enrichment of human life in the entire community by bringing to all the people the books that belong to them." Dana says "To the masses of people—hard worked and living humdrum lives—the novel comes as an open door to an ideal life. The highest and the best influence of the library may be summed up in the single word 'Culture'—it gives tone and character to their intellectual life."

2. Let the basis of selection be positive not negative. If the best you can say for a book is that it will do no harm, question your need for it. Every book should be of actual service to somebody, in inspiration, information or recreation.

3. Select books on subjects in which individuals and groups in the community have a natural interest.

4. Provide for all the people of the community, not merely for those who are enrolled as borrowers.

5. So far as good books are obtainable and funds permit represent in your selection every race, profession, trade, religious or political doctrine, interest and local custom found in the community. Keep in mind that the library is primarily an educational agent, and do not admit books containing harmful doctrines or teachings.

6. Select some books of permanent value, regardless of whether or not they will be much used. The great classics and the more popular "standards" should be in every library. They give it dignity and worth, and gain for it the respect of the educated portion of the

community. Great discrimination is needed in selecting among recent publications those that are of no immediate interest to the community as a whole; but are the best presentations of important subjects.

7. Select some books to meet the needs of only a few persons if by so doing society at large will be benefitted.

"The library benefits not only those who use it, but all who come into relation with those who use it."

8. Do not allow the selection to be influenced by the personal equation or fad of any single person or group of persons.

"Strong men or women in the community are apt to over emphasize some subject, and, as they are apt to be on library book committees, this subject gets over emphasized in the library. Get something that these people want, but not all. Remember that quiet, unobtrusive people who are not interested in any 'movement' have just as much right to the benefit of library money as more aggressive, forthputting people."

9. Keep a just proportion in the collection as a whole. The prefaces of the A. L. A. Catalogues and the Punjab Library Primer in the chapter on "Book Selection and Buying" (p. 19) give tables which will serve roughly as a guide, but they should not be slavishly adhered to.

10. Of certain books get only those that are truly representative and likely to be used by the general reader, and treat all sects alike.

The same rule applies in general to textbooks, law books, medical books devoted strictly to any profession.

11. As a rule, prefer an inferior book that will be read to a superior book which will not be read. This is not always a safe rule to follow, since the inferior book may be of questionable worth, or interest in the subject may force readers to the better book, if the poorer one is unobtainable.

12. Do not reject a book on the opinion of a few narrow minded people who think it harmful or even bad.

The book which provokes thought, arouses opposition or springs of action is to be welcomed, provided it does not seek to destroy the principles on which our civilization is based.

13. Do not sacrifice the interests of the student to those of the home reader.

The library should care for the person who uses reference books either for study or for unrelated information as carefully as for the one who reads only at home.

14. Do not strive for completeness. Select the best books on a subject, the best by an author. Do not get all of a series unless their merit or your need warrants it.

15. Study your community and compare its needs with its demands. Welcome its recommendations, but use your judgment in following them. Be a leader, a guide, rather than a follower.

Besides these principles there are some specific questions which will aid in deciding the value of a single book in a library. They are only suggestive and make no pretence to completeness.

TESTS FOR BOOKS OF INFORMATION.

Subject matter :—Is it a survey of a whole subject, or a part of it? Does it present theory or practice? Is it a history of the subject or a discussion of modern conditions? Is it a statement of facts or an arrangement? Is it the pronouncement of a man of authority, or a compilation of data from many sources? Does it relate to foreign conditions or does it cover both? Is it brief, exhaustive, or neither? If selective, is it well balanced and representative? These and other equally pertinent questions which arise as to the text should be considered solely with respect to the actual needs of the library for which the selection is being made. Unless care is exercised it is very easy to get books which treat only of the theory or history of a subject, when the demand is largely for books relating to practice or current conditions.

Authority :—What are the author's qualifications? What has been his education and experience? Has he used source material? Does he understand thoroughly the period, facts or theories with which he deals? Has the any bias?

Treatment :—Is the treatment concrete or abstract? Is it technical, semi-technical, scholarly or popular? Is it a technical subject treated in such a popular manner as to be

worthless? Is it a designed for advanced or beginning students or the general reader?

Date :—Is it an old book? If so, does its date give it value or make it worthless? Is it valuable as the latest word on the subject? Or is the subject it treats so new that any book would be too slight to have value?

General make-up :—All books of information should have a table of contents and an adequate index. There has been great improvement in these aids to the quick and exact use of a book, and very few publishers send out important books without them. There is still considerable room for reform in the quality of the index. Where the nature of the book makes it valuable, a bibliography, or, better, a carefully selected list of recommended books, should be included.

There should be illustrations if the nature of the book gives them value. They should be pertinent to the text, well reproduced, and with definite adequate legends. But no illustrations at all are preferable to those that are false or misleading.

In some books of travel and description, and in many technical and scientific works, illustrations are often as valuable as, or even more valuable than, the text, and their omission is sufficient to condemn the book. Histories, accounts of exploration and routes of travel in less known parts of the world demand maps. In others charts are more illuminating than many pages of text to show advance, development, comparison, etc.

Physical make-up :—The typography is the most important feature of the physical make-up of a book. The rule among librarians, awake to the evils of badly printed books, used to be to buy no book that was printed in very small type or that was not leaded (space between the lines). The rule regarding type no longer holds good, since there are now excellent, clear-cut makes of the smaller types which when properly leaded and spaced make an attractive, readable page. The quality, tone and finish of the paper also affect very largely the clearness of the page. A cream-tinted, dull-finished paper of sufficient thickness to permit no penetration of the printing on the other side offers the best combination.

The quality of the binding processes which are beyond this brief survey is important, since the life of the book depends largely on these processes.

The Reader as an element in Selection:—

A librarian may be a discriminating critic of books, with a fine appreciation of good literature and good workmanship, a keen scent for the false and superficial, and equally keen pleasure in able scholarship and clear analysis, but he must also be a lover and student of people in order to select books successfully. He needs to study his community as thoroughly as the successful merchant who buys clothing to suit his varied tastes. Without this grasp of the community life and intelligence it is not possible to make a wise selection among a dozen or even six books of any subject which has a fairly large varied literature.

It is of greater importance that the librarian should know his people than he should know personally the books they may desire.

The activities, interests, institutions, and public spirit of a community should be reflected with some degree of completeness on the shelves of its library. When the librarian brings to all the people the books that belong to them, every trade and industry, every homely, healthful or artistic after-hour employment, every worthy club and society, will be reflected on the shelves of the library.

Aids in Selection :—Granted that a librarian appreciates the need of definite principles of selection and has a thorough grasp of time, his community will not profit from them unless he is willing to give considerable time and thought to the actual work of selection.

Use of printed aids :—The first step in the routine of selection is to decide what aids are to be depended on for information about current books and about the older literature. This decision depends largely on the size of the library and the amount of the book fund. With a collection of 10,000 books or less and an appropriation of Rs. 3,000 or less the average library can manage very well with the two *A. L. A. Catalogues* and the *A. L. A. Booklist* and the *New Statesman* and the *Nation* of new books. Libraries larger than this and having a larger appropriation will, as a rule, need a larger list to select from. Many libraries find the addition of the volumes of the "Book Review Digest" and "Bookman" sufficient. "English Catalogue", "U.S. Catalogue" and the "Cumulative Book Index" also will aid other libraries to do effective work. Besides these publications there are many other useful aids, as the "Classified catalogues

of the Carnegie Library at Pittsburgh, the New York State Library Best Books lists, Somerchine's Best Books and Reader's Guide, and many others.

Book Reviewing Periodicals :—

Weekly :—

1. Saturday Review of Literature, New York.
2. New York Times Book Review, New York.
3. New York Herald-Tribune Books, New York.
4. Literary Supplement to the Times, London.

Monthly :—

5. Bookman, New York.
6. Bookman, London.
7. Book Review, New York.

With a Book Review Section :—

Weekly :—

American.

8. Nation, New York.
9. New Republic, New York.
10. Outlook and Independent, New York.

English.

11. New Statesman and Nation, London.
12. Saturday Review, London.
13. Spectator, London.

Monthly — American.

14. American Mercury, New York.
15. Atlantic Monthly, Boston.
16. Forum, New York.
17. Harper's Monthly Magazine, New York.
18. North American Review, New York.

English.

19. Scribner's Magazine, New York.
20. Criterion, London.
21. London Mercury, London.

Quarterly :—

22. Yale Review, New Haven, Conn.
23. Quarterly Review, London.

Weekly :— Indian.

24. Servant of India, Poona.
25. People, Lahore.

Monthly :—

26. Modern Review, Calcutta.
27. Indian Review, Madras.
28. Young Men of India, Calcutta.
29. Mysore Economic Journal, Mysore.

Quarterly :—

30. Modern Librarian, Lahore.
31. Indian Journal of Economics, Allahabad.
32. Indian Historical Quarterly, Calcutta.

Education in Changing Society

A. K. SIDDHANTA, M.A., S.T.M. (HARVARD)

EVERY CIVILIZED NATION has its own philosophy of life. Such philosophies, however, differ from nation to nation. Looking at the world to-day we find broadly speaking two main philosophies reigning supreme. The Occidental nations have accepted the philosophy of Change as their reigning monarch; whereas the Oriental nations with rare exceptions have clung to the philosophy of STABILITY as their main guiding principle. India among the Orientals holds the premier place in this latter outlook of life.

Centuries and centuries have passed, foreigners of various types brought in new ideas and ideals and yet during all these ages Indian life still seems to cling to the age-old philosophy—the philosophy of permanence or stability.

When we approach the educational field in India, the influence of this philosophy of life is very evident. In 1857 when the Universities of Calcutta, Madras and Bombay were respectively founded, the educationalists of the day adopted a system which they thought to be most convenient at the time. The examining University of London which served as a model to those educators of the day has since greatly re-modelled itself. So much so that at the present time London University is considered by many English educationalists as the most vital educational centre in England to-day. Let us look at the copies in India. Many Universities appeared gradually in India on the same model as those of 1857. When in the twentieth century we look at these universities we find them lifeless bodies. Their sole activity lies in

conducting examinations which is nothing but one item of the vast commercial details in which they are engaged. Some of the Universities create text-books of their own and sell to students as university patents at arbitrary prices. Possibly in no part of the civilized world to-day does a University act as a self-appointed selling agent.

There are, however, at the present time in India half-a-dozen or so teaching Universities. These centres of education were supposed to retain the best of the residential Universities of Europe and America. But to our great surprise we never hear of any substantial contribution from any of the Universities. These teaching bodies with rare exceptions are hotbeds of capitalistic professors, whose main activities outside class hours (which are most nominal) lies in attending social parties and writing occasionally pamphlets and booklets, and most unoriginal books. Teaching Universities give their teachers plenty of leisure and opportunity for research work, but in India they are never taken up.

Such machineries as the above can never enthruse students, because in such educational centres they rarely find opportunities for self-expression. They are treated there not as human entities but as mathematical numbers.

The writer recently participated in the Sixth World Conference of New Education Fellowship at Nice (France). He was placed there in a different philosophy of life. About 1,800 delegates and visitors came from about 55 countries of the world with open mind, to give and to take. A large number of them came from far-off lands at a great personal sacrifice; but they did not mind. Education to them was the greatest human experiment; and they would risk anything to make the experiment more and more productive.

At first sight one might ask oneself; where lies the causes of such great differences between the Eastern and the Western educator. In the West people take facts as they are. They found that their society was changing and they immediately wanted to adapt themselves to their conditions. Two main factors are responsible for the changes in Society in the West. They are first, the growing resources in all spheres of individual and social life and secondly the integrating influence of science and parallel growth of the scientific attitude.

The delegates who participated in the Nice Conference came with a two-fold purpose. First, they wanted to know how other nations

are educating their younger generation and making them fit for citizenship; secondly they wanted to tell their fellow delegates what they are doing in that direction. The Conference, in short, was a vital centre of exchange of ideas and ideals.

India is fast changing. Its solid social structure is also gradually crumbling. The autocratic view of social life is giving way to a democratic one. At this stage all universities in India need joint hands and to find a way out of the damages already created. Education in India must fit in with the changing society and sooner it does the better for it and for the younger generation in India.

The present system of education in India can only improve when the Universities go through a radical change. As to how this change is to be brought without bringing any kind of confusion is difficult to suggest. But certain obvious modifications may for the time being serve well the existing examining Universities. These Universities may greatly improve themselves by opening strong post-graduate departments both in arts and science. Colleges under such circumstances will teach up to only the B.A. standard and all the higher degrees will be controlled by the post-graduate department. The creation of such departments will remove the bitterness that exists at present between some M.A. teaching colleges. It can also raise no question of partiality. Financially creation of such post-graduate departments is not an impossibility. Endowments have to be created by a philanthropic public and the scale of salaries and other details have to be carefully measured and modified. As in Calcutta University post-graduates departments the staff may be (1) a whole-time professor or head of the department and (2) part-time readers and lecturers mainly recruited from affiliated colleges. The controlling of the post-graduate departments must be vested in a council composed of University brains as well as public bodies. Such departments which will be greatly independent and self-sufficient can never suffer so long as efficiency be the standard of selection. In a communally minded University such departments will be of no good.

The post-graduate departments always direct the colleges as regards their subjects and syllabuses because if the post-graduate department of an Indian University opens such modern departments as applied sociology,

politics and history of religions, the colleges will also have similar subjects in their syllabus. In short an efficient and modernised post-graduate department in an examining University will be a great blessing indeed.

As regards the already teaching Universities we have nothing to say except that they should be more strictly conducted keeping in with the ideals of the best teaching Universities of the West.

The Cambridge University Library

A. L. MAYCOCK.

THE CAMBRIDGE UNIVERSITY LIBRARY is one of the real wonders of our time.

That statement sounds extravagant. I will therefore repeat it, for it is exact. The Cambridge University Library is the oldest public library in this country. It contains upwards of a million printed books disposed upon nearly twenty miles of shelving. It possesses ten thousand manuscripts, some of which have belonged to the University for more than five hundred years. The rooms in which the University Library was first housed in the fifteenth century are still in use. The present buildings, which include the ancient schools of Civil Law, Canon Law and Divinity, the former Senate House of the University (now the Catalogue Room) and the whole of the old court of King's College, cover nearly an acre. With the exception of some of the cathedral libraries, no other library in England can point to so long or so unbroken a history. Finally—and perhaps most important—there is probably no other library in the country, public, proprietary or commercial, which offers more generous privileges to its users. Taking these facts (and others of which we shall speak) into consideration, I have no hesitation in repeating that it is one of the wonders of our time.

Consider the latter point for a moment. At the British Museum the senior library officials are known as Keepers and Assistant Keepers of the various departments. These titles have a definite implication. It is implied that the first duty of their holders is the guardianship of the books under their charge. That is the old-fashioned idea of librarianship—the idea that a librarian is in a position similar to that of the curator of a museum, except that he looks after books and not fossils. Now and then a privileged person may wish to consult some of the books, and may be allowed to do so under

proper supervision; but in general the books are to be preserved, guarded and, if necessary kept under lock and key. That anybody should wander round the shelves unattended, should handle the books himself or should take them away to use as he wishes, is never contemplated for one moment. Now all this kind of thing is entirely foreign to modern conceptions of librarianship, and, it may at once be added, to the principles on which the British Museum library is so generously administered to-day. We have come to recognise that the value of any library depends even more upon the use that is being made of it than upon the books it contains. Books, as Samuel Butler observed, are like imprisoned souls until someone takes them down from a shelf and reads them. It is upon this principle that public libraries are everywhere introducing the "open access" system and are aiming at the removal of restrictions which hinder the fullest use of their books by the public. Of course, no reasonable person could expect the British Museum authorities to allow public access to the shelves or to sanction the borrowing of books. I only wish you to note the fact that, with all the privileges accorded to him, the reader at the British Museum, which is one of the two libraries in the country larger than that at Cambridge, cannot go to the shelves and cannot take a book off the premises. The same applies to the Bodleian, which is the second of these two larger libraries. Closed access has been the rule since Sir Thomas Bodley drafted the first statutes—perhaps wisely so, for the subterranean caves and passages of the Bodleian are proverbial, and, unless you had a compass or knew your way accurately you might wander miserably in these underground tunnels until you sank down in exhaustion and finally mouldered amongst the folios. Nor may anyone borrow a book from the Bodleian. That also is one of the original statutes, and it has been rigidly observed. When Charles

I. was with the Court at Christ Church, he sent across for the loan of a book to pass away an idle evening. The librarian hurried to the royal apartments, bearing not the desired volume but a copy of the statutes; whereupon the king laughingly withdrew his request and applauded the embarrassed official for this careful observance of the rules. A few years later Cromwell tried without success to borrow a manuscript for the use of the Portuguese ambassador.

In these respects Cambridge presents a most striking contrast. From the earliest days properly accredited persons have been allowed to borrow books from the library; and every change in the original statutes has been in the direction of greater freedom and the removal of restrictions. When Dr Johnson was received by king George III., he was asked "whether there were better libraries at Oxford or Cambridge. He answered he believed the Bodleian was larger than any they had at Cambridge, at the same time adding, 'I hope, whether we have more books or not than they have at Cambridge, we shall make as good use of them as they do.'" The present rules governing the loan of books have remained substantially unchanged since the middle of the eighteenth century. But in the meantime the 'open access' system has been enormously extended, and the proportion of books available for borrowing has been constantly increased. At the present time the library may be used and books may be borrowed from it by any graduate member of the University. A Master of Arts may borrow up to ten books at a time, may change them as often as he wishes and keep them for as long as he requires them, subject to their return at the end of each quarter for stock-taking purposes. If he is not resident in Cambridge, he may arrange for books to be posted to him, provided only that the library has his signature on the proper form for their receipt. Of course, there are in the library certain reserved classes of books that may not be borrowed. For example, in Room Lambda are kept the big works of reference, English and foreign, such as the 'Dictionary of National Biography' and the compilation that is still humorously described as the 'Encyclopedia Britannica.' None of these may be borrowed. The current issues of the year-books like 'Who's Who' and 'Whitaker's' are naturally not allowed to leave the library. Then there are various standard works like the 'Cambridge Mediaeval History,' which are marked "Not to be taken out." Amongst the reserv-

ed classes are also included books that contain valuable illustrations, privately printed books, books belonging to certain special collections, books that are enriched by manuscript notes or autographs of famous men, and, of course, all the *incunabula* or books printed before 1500. Apart from these, there are certain classes which may be borrowed by the special permission of the librarian, and then only for a short period at a time.

The list of reserved classes looks a little formidable. Let me say at once that the books generally available for borrowing number upwards of half a million, and that they include almost every book of importance published in this country during the past three hundred years. Hence it is no exaggeration to assert that a Cambridge man possesses library privileges that are probably without parallel in the civilised world. He has at his immediate disposal one of the three largest and richest libraries in this country. He may wander round its miles of shelving with the same freedom that he walks round his own garden. In addition he has the use of what is, I should imagine, the largest lending library in Europe. Every new book, apart from fiction, becomes automatically available within a few weeks of publication. Certainly there is only one other library of comparable range that affords similar privileges to its users. I refer to the London Library in St. James' Square.

Our library at Cambridge has been in existence for rather more than five hundred years. 1424 is the year usually ascribed to its foundation; and, as we shall see when we come to study the buildings, the earliest part of its premises date from about the middle of the century. A catalogue of the year 1473 shows that the library then contained three hundred and thirty volumes; so that, including the magnificent bequests of Archbishop Rotherham, we may assume this number to have been nearly doubled by the time that Henry VIII. acceded to the throne. The fifteenth century was the great age of the European libraries, as it was also the great age of the schools. In the year 1500 there were probably more schools in proportion to the population of England than at any time prior to the Victorian Jubilee. The same might be said of libraries. In the monasteries, the cathedral precincts, in the larger cities and in the two ancient universities a series of splendid library buildings were being erected, stocked with books and organised upon liberal and

generous principles. England alone had more than eight hundred monastic libraries, varying in size from the two thousand volumes at Christ Church, Canterbury, to the tiny collections of service books in some of the smaller houses. These were the public libraries of the Middle Ages and, in the general lines upon which they were administered, they laid down precedents which were followed by the universities and the collegiate foundations.

Within three years, 1536 to 1539, all these monastic libraries were utterly swept away. Their contents, their furnishings, books and manuscripts, book-cases and benches were destroyed with malevolent and barbaric thoroughness unexampled in history.

"The buildings were pulled down and the materials sold; the plate was melted; and the books were either burnt or put to the vilest uses to which waste literature can be subjected." †

Ten years later came the turn of the universities. Royal Commissioners descended upon Oxford and Cambridge in 1549 and 1550. Duke Humphrey's splendid library, completed only a couple of generations previously, was so thoroughly ransacked that there remained after their departure only a bare room, stripped of every scrap of furniture, through whose leaking roof the rain dripped dismally, whilst the wind whistled round the stone mullions of windows that had once been filled with stained glass. Geometrical text-books had been burnt with ceremony by men who saw witchcraft and all manner of evil superstition in the diagrams of triangles and ellipses. Greek manuscripts of the Gospels had been added to the flames, since black magic was believed to reside in the mysterious and unfamiliar characters. We may judge of the thoroughness of the destruction by the fact that of the six hundred volumes contained in the library only three are now in the Bodleian. Similar treatment was meted out to the colleges, though some suffered more severely than others. From the visit of these Commissioners, as Anthony a Wood declares, Oxford "suffered such an incredible damage that posterity have cursed their proceedings."

At Cambridge, fortunately, the visitors did not display the same insensate fury as at Oxford. I have not come across any de-

tailed evidence of their proceedings. But we have a catalogue of the year 1556 which shows that the library then possessed one hundred and seventy-two volumes. It may be presumed, therefore, that about two-thirds of the original contents had been destroyed; and of those that remained many had been badly mutilated.

The period of two hundred years following upon these outrageous acts of vandalism is an extraordinary one in the library's history. From time to time the University was enriched by gifts and bequests of books, culminating in the presentation by George I. of more than thirty thousand volumes in the year 1715. Long before this time the problem of adequate accommodation had become an urgent, indeed almost an insoluble one. But when every possible allowance has been made, one cannot resist the impression that the library was grossly mismanaged during almost the whole of this very long period. I hope that that statement is not too violent; but I think one can find ample support for it in the judgments of contemporaries. Let us glance at one or two facts.

During the years following the visit of the Commissioners nothing was done to the library at all, except that in 1550 it was thoroughly cleaned out at a cost of sixpence. Between 1556 and 1573 only five books were added. A slightly better time followed, and in 1577 the first salaried librarian was appointed. The reign of James I. was "an entire blank in the library." *In 1643 Dowsing, maddest of all the Puritan fanatics, visited the place in his official capacity and smashed most of the stained glass windows. Twelve years later Fuller, the historian of the University, observed that—

"This library formerly was furnished with plenty of choice books.....but these books, by the covetousness of some great ones and carelessness of the library-losers (for library-keepers I cannot call them), are for the most part embezzled to the great loss of the university and of learning in general."

So far, it would appear, the story is one of mere carelessness and apathy rather than of any active mismanagement. In 1659 the series of rules were drawn up regulating the hours during which the library should be open and the attendances of the chief librarian. He is required to be in the building for at least

† Clark, J.W. *The care of books* p. 244

* Bradshaw Henry. *Collected papers* p. 139.

two hours on each day, between April and September, and for one hour a day during the other months. In a footnote 'it is recommended that some steps be taken

"for the procuring of modern authors of which there have been none added the 20 last years."

I do not know whether or not any action was taken in this matter. But the general conditions do not seem to have been improved, and in 1683 the state of the library was so bad and so many volumes were missing that the Senate ordered the return of all books held on loan. The librarian, taking a broad hint, immediately resigned.

Still nothing was done to remedy the incredible muddle. In 1710 Conrad von Uffenbach visited the library, noting in his diary that it was accommodated in

"two mean rooms of moderate size. In the first are the printed books, but very ill arranged and in utter confusion.....In the second room were some more printed books and the manuscripts, of which, however, we could see nothing well because the librarian Dr Laughton (or as they pronounce it *Laffton*) was absent.....lastly we saw also a good number of ancient and modern coins, lying all covered with dust, without any order, in a deep poor drawer, unlocked and left open."

A few years later West, writing to Thomas Hearne, remarked that the University Library was still in chaos, and that the books were piled everywhere in heaps without any attempt at arrangement.

In the meantime thefts had been continuing; though the fact that specific cases are recorded shows that the delinquents were not always untraced. In 1695 a certain John Clerke, a former Fellow of Caius, was deprived of his degree for stealing books. In 1735 it was found that £2000 worth of books had been stolen from the immense collection given by George I.; and a hurried attempt on the part of the thieves to send the books overseas was frustrated. In 1748, after some kind of general stock-taking, the authorities discovered that nine hundred and two volumes were missing from the old library. Further thefts are recorded in 1757, and in 1772 a magnificent *Sarum Breviary*, printed at Venice in 1483, was lost. This disaster came as a climax to the long series of depredations, for which a large measure of responsibility must rest with the library

authorities themselves. At last, however, some serious effort was made to end the intolerable condition of affairs. The Senate refused in any way to restrict the freedom of access to the library so long granted to its users; but in 1809 a grace was passed, requiring that, except by permission of the Senate and on payment of a bond to the librarian, no manuscript should under any circumstances be borrowed. As far as I know, only one instance of theft is recorded after the loss of the *Sarum Breviary*. It occurred in 1846, and the culprit was one John Dearnle. He got seven years' transportation.

I have spoken of Dowsing, and I return to him without apology, for he is an interesting, if unpleasant, exhibit. During the years 1643 and 1644 this extraordinary man, armed with full Parliamentary powers, visited most of the churches in Cambridgeshire and Suffolk and smashed nearly everything of value that they contained. If we may judge from his diary, he appears to have been animated by some fanatical idea of 'purifying' religion by the destruction of every kind of ornament, statuary and picture—an idea more Mohammedan than Christian. So he goes on his way, he and his gang of hooligans upon their scaling ladders with hammers in hand, collecting in each parish substantial fees for their work; he grumbles bitterly when, as at the village of Toft, "he can only extract 6s 8d. for smashing "twenty-seven superstitious pictures in the windows, ten others in stone, three inscriptions in the windows and a bell." At Clare in Suffolk he has a splendid harvest—

"We brake down 1000 pictures *superstitious: I brake down 200: 3 of God the Father and 3 of Christ and the Holy Lamb and 3 of the Holy Ghost like a Dove with wings: and the 12 Apostles were carved in wood on the top of the roof, which we gave orders to be taken down; and the Sun and Moon in the East window by the king's arms to be taken down."

But at the little village of Ufford he meets with a reverse. On his first visit to the place he had contented himself with leaving instructions for the destruction of various objectionable objects, including what is probably the finest fifteenth century font cover in the country. Three months later he returned to find

* By pictures he almost always means pictures in stained glass.

everything as it had been. No notice whatever had been taken of his orders. He accordingly sent one of his men to find the churchwardens in order that the work of destruction might be undertaken at once. These excellent men (William Brown and Roger Small—their names should be honourably remembered) refused to allow Dowsing's agent to enter the church, which they had previously locked. It is the only known instance of successful resistance to the odious campaign of desecration; and today, in one of the most beautiful little churches in Suffolk, you may still see the magnificent font cover, some exquisitely carved benches and many other interesting things.

In the meantime Dowsing had raged like a mad bull through the Cambridge colleges. At Queens' "we beat down 110 superstitious pictures." At Peterhouse

"we pulled down two mighty great Angels with wings and divers other Angels and the four Evangelists and Peter with his keys over the chapel door."

So the chronicle is prolonged throughout the whole University, including, as we have seen, the library. Unaccountably the glass in King's Chapel escaped—possibly, it has been argued, through the personal intervention of Cromwell.

But it is time we returned to the library; and first of all a word must be said about the buildings.

If you stand outside the west door of Great St Mary's, the eastern facade of the library is immediately in front of you, with King's Chapel adjoining it on the left and the Senate House in the right foreground. Move a few yards to your left and you can see the long southern frontage of the library facing King's Chapel. It is apparent that the library and King's Chapel are approximately the same length from front to back—or perhaps I should say, from east to west. Now return and place yourself at the entrance to Senate House Passage. It is rather a perilous position, and if you are not careful you will probably be knocked down by a bicycle. Looking down the passage you will observe beyond the Senate House, which lies on your left, the long range of Cockerell's Building—a rather formidable-looking pile which is much pleasanter inside than out. Cockerell's Building, I may add, forms the northern block of the library buildings, so that you have now seen the southern, eastern and northern aspects. For the moment I will not

burden you with further detail. I merely suggest that you retain the general plan in your mind. The library, we have seen, occupies a rectangular piece of ground lying behind or to the west of the Senate House, bounded on the one hand by the strip of lawn adjoining King's Chapel and on the other by Senate House Passage—an area of about two acres.

For our present purposes the library buildings may be divided into three parts. First of all there is the old Schools quadrangle; secondly, there is Cockerell; and thirdly, the buildings which stand upon the site of the old court of King's. At the risk of exasperating you beyond the limits of endurance, I will explain the topographical relation of the three. There are two courts, and the Schools quadrangle, which is generally called Pebble Court nowadays, is the more easterly of the two—that is, it lies nearer King's Parade and the Senate House. Beyond it, and adjoining it, is the old court of King's. On the Southern side—that is, on the side facing King's Chapel—these two courts make a single frontage. But the Schools quadrangle is smaller than its neighbour; and therefore Cockerell, running east and west on the northern side, does not form the northern range of the Schools quadrangle, but runs parallel to it and, as it were, outside it. I hope I have made this clear. Mr Belloc says somewhere that the test of a man's mastery of the English language is his ability to describe clearly, without the use of a diagram, the proper way of making a knot in a rope—say, a single sheet bend. I am afraid I am making heavy weather on a much simpler test. But anyhow, if you open your guide-book, I am sure you will find an excellent plan of the library; and you can then take my laborious explanations as a sort of commentary or gloss thereon.

At Oxford the Schools' quadrangle was begun in 1613, the year of Bodley's death, and finished in 1619; and an effigy of James I., seated beneath an elaborate canopy, adorns the Tower of the Five Orders. This group of buildings is one of the most familiar of Oxford landmarks; almost every visitor to Oxford remembers the little doors which still bear the labels *Schola Rhetoricæ* *Schola Naturalis Philosophiæ* and the rest, though the library has long been in occupation of the whole quadrangle. It will surprise many people to know that this process is closely paralleled at Cambridge. The old Schools of Divinity, Civil

Law, Canon Law, Rhetoric and Medicine are still standing, and all of them now form part of library premises. In a way they are a more interesting group of buildings than those at Oxford, for they are very much older. Yet I would warrant that nine out of every ten visitors to Cambridge go away without having had a glimpse of them and probably without any suspicion of their existence. We will make no such mistake. Enter the library by the main door, pass through the turnstile—no, you do not have to pay—and turn sharp left. You go down three or four steps into the old Divinity School, which now, as you observe, contains a miscellaneous collection of Victorian fiction. It is, I think, the most impenetrably dull room in the library. Glance along any one shelf of these immense bookstacks. There is not a single author of whom you have ever heard, not a single book that you have the faintest desire to glance at, let alone read. It is a monument to the marcescibility of human effort. Each one of these authors probably had his or her brief hour of popular acclamation in the days of our grandfathers and great-grandfathers. Each of these volumes was probably praised in enthusiastic terms by at least one reviewer. To-day they stand untouched upon the shelves and, since the University never disposes of any book without strong positive reasons, they continue to escape the pulping machines. They are very much better bound than our modern novels and are printed on far superior paper. For the quality of book production seems to vary inversely with quantity; and as the tide of printed matter has gathered mass and momentum, until in our own time it has become a wave that threatens to overwhelm us and destroy the power of coherent thought, so its material form has become more suited to its essentially ephemeral nature. One sometimes wonders what the University will do about it, for something will have to be done sooner or later. A copy of every novel that is published to-day must be received by the library; and gigantic heaps of modern woodpulp continue to accumulate in a vast subterranean store.

But I am digressing as usual. This room was used as the Divinity School from the beginning of the fifteenth century—when it was completed—until about the year 1880—a period of nearly five hundred years. With the passage of time it has been a good deal altered and mauled about. All the tracery has gone from

the windows, and only the mullions remain. A plaster ceiling has replaced the old timber roof. Of course it has not, and can never have had, anything approaching the grandeur of the Divinity School at Oxford, which was built nearly a hundred years later when the technique of the stone vault and the buttress had been much more fully developed. But it is worth noting that this room and the room above it, the present Catalogue Room, form the oldest university building in this country, with the single exception of the old Congregation House at Oxford. And it was here, in the old old Divinity School, that Fisher, as first Lady Margaret Professor, and Erasmus must have given their lectures.

We go through the Divinity School, and a door on the right takes us straight into Pebble Court. It is one of the most charming spots in Cambridge, and I have never yet found any mention of it in any guide-book. On the three sides facing you the old fifteenth century buildings still stand in their substantial integrity. The arched windows, from which the tracery has long unhappily crumbled, the deeply cut dripstones, the battlements, the stepped or graduated buttresses (for even buttresses should graduate)—all these features of the early perpendicular period are here familiarly grouped together as you can find them in few other places in Cambridge. The brickwork of the southern wall is earlier than that of Queen's or St. John's, and its suggestion of warmth is softer and more elusive. The suffusion of colour is extraordinarily delicate. You notice a few ferns and shrubs and one or two clumps of catmint growing casually in corners or nestling beneath the buttresses. You notice that there is no central carpet of turf. I think I am right in saying that this is the only ungrassed court in Cambridge: at any rate I cannot think of another and I cannot be bothered to look up the point in a book. Let it be observed that this delightful fragment of the mediæval university would have disappeared a hundred years ago if the full scheme of library extension then under consideration, had been completed. The most graceful part of the old buildings had already been destroyed in the eighteenth century. From where we are standing we have only seen three sides of the court. If you go out into the middle and turn round, you will see the fourth. It is a pleasant enough erection in a lumping classical style, dull and pompous, though quite inoffensively so. It is pro-

bably the best thing that Essex did in Cambridge. Fortunately, though, we do know what the old schools looked like in their completeness. Loggan has an excellent print which shows the buildings as they were in 1680. The fine old gateway was removed by Sir John Cotton in 1754, and set up at the entrance to the courtyard of his house at Madingley.

Pebble Court is to-day so peaceful and secluded that it is not easy to imagine it as the hub of the academic life of the University. Yet such it must have been at one time. On either side of the main entrance gate were two small chambers, one of which was the Doctors' Vestry and the other the Questionists' School. The exact meaning of the latter term is a little difficult to explain without a general outline of the Arts course as a whole. Roughly speaking, you became a questionist when you had completed four years of study in the Arts Schools; and the *viva-voce* examination, the 'questioning,' corresponded roughly to the final examination for one's B.A. nowadays. There was, then, a special room in the Schools quadrangle set apart for the use of questionists. On three other sides of the court were the Divinity School, the School of Canon Law and School of Civil Law (now the History Room). Above the Divinity School was the University chapel, which was also used by the Senate for their meetings and for certain official ceremonies. The whole of the remainder of the first floor was occupied by the library. If we take the year 1475 as our datum, we can fill in some of the circumstantial detail without much difficulty. The greater part of the Schools buildings are brand-new; Archbishop Rotherham's library over the entrance has only been finished a couple of years. King's Chapel is only half built. In front of the Schools, on the ground now occupied by the Senate House and the adjacent lawns, there stands a congested mass of hostels, tenements and private houses with one or two narrow intersecting streets and little cramped court-yards scattered here and there. There is no Senate House Passage and no Caius College. St Mary's Hostel, with its small garden, stands near the present site of the Gate of Honour. The entrance to Gonville Hall is in Trinity Lane, with Michaelhouse opposite; and behind the Schools are the courts of King's College, with Trinity Hall and Clare Hall beyond. As compared with the jostling propinquity of the houses generally throughout the town, the courts of the halls and colleges are incredibly spacious

and airy, and their buildings in general are on an altogether more ambitious scale. They are set like oases in the midst of a confused agglomeration of hostels, taverns and shops, of open-air stalls and the smaller private dwellings. And, pressing down the narrow streets three and four abreast, with much ostentatious swagger and the loud greeting of friends whom they happen to pass, we can imagine the groups of University students converging on the Schools in time for the morning lecture and disputations. They are not, of course, the ordinary rank and file of Arts students in the early stages of their academic careers. Most of them are studying in the higher faculties of Theology and Law, and each has already graduated in Arts. The majority of them come from the various hostels scattered about the town, a certain number from the colleges. Here are two Benedictines from Buckingham College (now Magdalene), and it is probable that we shall see also one or two Franciscans from the great House where Sidney now stands and almost certainly a group of Dominicans coming from their priory beyond the King's Ditch. There might be members of other religious orders—of the Austin Friars, whose entrance gate stood on the present site of Barclay's Bank; of the Carmelites along by Queens'; of Benedictine students from Trinity Hall and Austin Canons from Gonville. And then, conspicuous in his scarlet gown or *cappa*, as it was then called, there passes a doctor of one of the superior faculties, followed, perhaps, by a servant carrying his books. It is an animated and colourful scene, the kind of scene that you can find pictured over and over again in the illuminated manuscript of the period.

By the year 1550 the library had shrunk, through pillage and neglect, to such proportions that one room was sufficient to accommodate all its contents. We have already noted the improvement that took place in the 1570's. In 1581 the Senate authorised the expenditure of 5*d.* "for a boxe and cotton to send letters to Theodore Beza who sent iii old books to the library." Of these "iii old books" one was the famous manuscript of the Gospels now known as Codex D. It is beyond doubt the most valuable single document in the library's possession, and you can see it for yourself in one of the cases in Cockerell's building. Before the Reformation it belonged to the monastery of St Irenæus at Lyons, which was sacked in the early sixteenth century. Beza procured it from a soldier, who had carted it

away from the place along with other loot. It is a manuscript of the fifth or sixth century, inscribed upon vellum and containing parallel versions of the four Gospels in Latin and Greek. In antiquity it stands fifth amongst the texts that have survived. The others are the *codices* at the British Museum and the Bibliothèque Nationale the 'Codex Vaticanus', (earliest of all) and the 'Codex Sinaiticus.' The latter was discovered in 1844 in the Monastery of St Catherine on Mount Sinai. Nobody in the monastery had any idea of its value, and forty-three pages were actually found in a basket amongst a lot of old parchment which was to be thrown away as waste-paper. The Tsar of Russia acquired the manuscript by what may be termed compulsory purchase, and presented the monastery with a printed facsimile. As a natural sequel the monks set to work on a careful survey of the other manuscripts in their possession; and if you should ever be fortunate enough to make that wonderful pilgrimage, two days' camel ride from Tor on the shores of the Gulf of Suez to the eternal snows on the summit of Sinai, you will there see, amongst other treasures, a fourth century palimpsest of St Luke's Gospel and a superb New Testament of the tenth century, written throughout in letters of gold and exquisitely illuminated.

I have stood upon the western shore of the gulf and asked newcomers from England to estimate the distance across to the other side. They have judged it as three, five, sometimes as much as ten miles; and I have told them that the gulf is here wider than the Straits of Dover. The mountains of Sinai, catching the rays of the setting sun and suffused with every shade of colour from the most delicate pink to the deepest crimson, tower grandly against the horizon, sixty miles away as the crow flies; but to one unused to the translucent clearness of the desert air that distance will seem incredible. I had with me a pair of very powerful field-glasses, magnifying twenty-eight diameters and if you knew exactly where to look, you could just see on the extreme summit of Gebel Mousa, the Mount of Moses, the walls of the little church built nearly a thousand years ago. How clearly the whole scene remains in one's mind—the vivid shimmering blue of the water in the foreground, the tawny strip of desert coastline beyond, the crimson rampart of the foothills slashed with purple where the deeply cut *wadis* debouch on to the plain—and then, in their aloof splendour, the main mountain mass in the background, the sharpness of its con-

tours so softened by the effect of distance that the great range of peaks might be a cloud-bank gorgeously lit by the sun. And then one's thoughts would turn to the little sheltered valley a thousand feet below the summit (but six thousand above sea level for all that) where stands the monastery of St Catherine, built in the reign of Justinian and still preserving a great part of its original buildings. What wealth of history and tradition is here enshrined! Time and again the place has been attacked by Arab tribes and the monks driven forth or massacred; and to-day the massive surrounding wall suggests the fortress rather than the monastic precinct. Until quite recently travellers and pilgrims were hoisted up in a basket to a small window. First, the basket was let down, and into it you placed your permit from the Bishop of Sinai, without which nobody was (or is) allowed to enter. If it was approved, you were then hauled up yourself. But nowadays they let you in through the main gate. Napoleon spent two or three days there in November 1798 and presumably ascended in the basket.

Once more I must apologise for my intolerable discursiveness. We were speaking of Codex D, and I was concerned to point out that you can see it in a case at the far end of Cockerell's building. You will be struck by the easy legibility of the characters. Even if you have no knowledge of palæography, you will probably be able to read it without any difficulty, for the letters are clearly formed and there are very few contractions. It is interesting to compare the script with that of later manuscripts in the cases, from the beautiful Caroline minuscule of the early middle Ages to the heavy black-letter of the Caxtons. You must look at the other cases carefully, for there are many interesting things in them. Here is a little treatise on the Papal Supremacy written by Edward VI. with his own hand. In the next case are some beautiful Arabic manuscripts. Then there is a Lactantius printed in 1465 at the Benedictine monastery of Subiaco—the second book printed in Italy—and a leaf of the forty-two line Bible which came from the press in 1456, the first printed edition of the Scriptures. Amongst the Caxtons you will notice a copy of the famous 'Troy Book,' the first book ever printed in the English language. There are several superb mediæval manuscripts, notably a little fourteenth century Vulgate written in a hand so small that you could not read it without a magnifying glass; and a Brev.

ary, beautifully enriched and illuminated, which was written for Mary de Valence, Countess of Pembroke and foundress of 'Pemmer.' Finally—and, with the exception of Codex D, perhaps most precious—is the Book of Deer, an Irish manuscript of the Gospels dating from the tenth century. It belonged to the Columban monastery of Deer in Aberdeenshire, and contains a variety of later entries recording gifts of land to the monastery by neighbouring Celtic chieftains.

The Schools' quadrangle is the most interesting part of the library in historic associations. The other buildings are almost devoid of architectural or antiquarian appeal. Cockerell has a magnificent interior for library purposes, but the outside is dull and clumsy. The old court of King's was rebuilt by Gilbert Scott soon after the University's purchase of the ground on which it stood. Nothing now remains of the ancient fabric except the gate-tower, which has been cleverly restored and looks particularly well from Clare. This we shall see later on, and in the meantime there is a good deal more to see inside the library. From Cockerell you go through to Room Lambda, where, you will remember the big reference books are kept. Lambda I always think of as a sort of lobby or outer hall where one smooths the hair, adjusts the cravat and assumes the correct expression of solemnity and the proper gravity of department before entering the inner sanctuary of Room Theta. For Theta is the room set apart for the study of manuscripts and of books in reserved classes. It is a room of tranquillity wherein one instinctively walks on tiptoe and speaks, if one must speak at all, in lowered tones. Do not, I implore you, allow the door to slam as we go in, and for heaven's sake close it carefully behind you when we come out.

Well, now we will go back through Cockerell and down to the Catalogue Room. The catalogue of printed books is disposed in a series of cases which runs centrally down the whole length of the room. The general arrangement is under authors, and it may amuse you to look up somebody like 'Shakespeare (Wilham)' or 'Milton (John).' The hundreds of entries under such headings as these will give you a vivid glimpse of the library's resources. Or turn up (under the author's name) some famous book such as the 'Imitation' and see how many editions the library possesses—probably fifty or sixty at least. Note that nearly four whole volumes of the catalogue are occupied by people

called Smith, whilst another volume is devoted exclusively to books and documents on Cambridge. And then, leaving the Catalogue Room and going through the West Room, you will notice a number of very new-looking books laid out on a desk at the far end. This desk is known 'the tray,' and the books upon it represent the library's accessions during the previous week. The tray is cleared every Friday morning, when the books are placed on the shelves and become available for general use.

Anything that one may say about the library to-day will have a reminiscent flavour in a year or two. An epoch is drawing to its appointed close and historic changes are at hand. The walls of the new library buildings beyond the Backs are already rising above ground-level; and although one does not know what detailed arrangements will be made in the future, it is safe to say that substantially the whole stock of the library will be moved from its present premises. No one who considers the long history of the library through the ages, the oaken traditions with their roots in the Middle Ages, the continuity of site and habitation through five centuries of time—no one, I say, who considers these things can contemplate the future without a sense of regret. But such regret is only sentimental; and in the clear light of common-sense one sees that the coming change is part of the inevitable order of things. The library has long outgrown its available accommodation. Like the British Museum with its storage depots at Hendon and elsewhere, it has overflowed into half a dozen different storerooms in various parts of Cambridge. Of course, there are persons who say that the new buildings will provide no lasting solution of the problem of expansion, and that in another hundred years the library will have burst its bounds once more. For many reasons, which have, of course, been fully canvassed, this is most unlikely. In such a matter as this one can take a fairly long view. One can neglect factors that seem to be ephemeral and focus attention on general tendencies. And it seems reasonable to think that, if the new buildings prove themselves adequate to the needs of the next fifty years (and of this there seems no reasonable doubt), they may well continue so thereafter for a very long time.

At the present time books are being shovelled out in this country at the rate of nearly two hundred and fifty a week. The habit of perpetual reading has become more and more gen-

eral, especially in the large towns, and more particularly in London. The situation is plainly abnormal. It is a symptom of some social neurasthenia, which can be traced to various partial causes but cannot be fully diagnosed. It is, moreover, a symptom which can easily be misinterpreted. You might take it as proving that the supremacy of the printed word was never so firmly established as it is to-day. You might in the modern manner of prophecy, which consists in treating all graphs as straight lines, assert that since one hundred and fifty books a week were published in 1901 and two hundred and fifty a week in 1931, therefore three hundred and fifty a week will be the average for 1961. But, quite apart from the absurdity of such reasoning, I think you would be wrong.

It seems more likely that, in this present year of grace, the zenith has been very nearly reached. The graph is flattening out as it prepares to pass its maximum. As the principal means by which one man may communicate his mind to his fellows, the printed word has had a long innings; but, with the advent of broadcast and the cinematograph and with the appearance of other factors of even deeper significance, it would appear that the age of decline is at hand. This is a theme that might be developed at considerable length. But I must not be led into any more digressions, and I will merely repeat the relevant corollary: that if the new library is still big enough in 1980, it will probably be big enough for another couple of centuries thereafter—*Blackwood's Magazine*.

THE PUNJAB LIBRARY ASSOCIATION.

Statement of Accounts for the financial year ending June 30th, 1932.

Income.			Expenditure.		
	Rs.	A. P.		Rs.	A. P.
By last years' balance	...	18 7 0	To Modern Librarian printing	...	898 3 9
„ Subscriptions	...	1317 2 3	„ Postage and V.P P.s	...	220 5 3
„ Advertisements	...	82 0 0	„ Stationary	...	25 3 0
			„ Conference expenses	...	91 10 3
			„ Donation to Y. M. C. A.	...	10 0 0
			Assets :—		
			One film reel	...	8 4 0
			One cabinet for files	...	15 0 0
			Balance in the Bank	...	148 15 0
Total	...	Rs. 1417 9 3	Total	Rs. ...	1417 9 3

I have examined the foregoing statement of accounts with the books and vouchers supplied to me and certify the same to be correct and in accordance therewith.

GYAN CHAND BHATIA, M. A.
Hon. Auditor.

THE MODERN LIBRARIAN

Vol. 3

OCTOBER, 1932

No. 1

Editorial.

THE END of the second year of our little life finds *The Modern Librarian* in a healthier condition than it was last October and we are encouraged by the modest progress we have made. But we cannot afford to rest on our oars, if we are to survive what is to be a year of universal retrenchment, and we would urge all our subscribers and well-wishers to give us continued support and courage to carry on. The response to this periodical in the past has assured us that it does supply a need—and a growing need at that—and we are very hopeful as to its future and the future of the Library Movement which it sponsors.

In the matter of book-reviews we have been forced to draw very largely on our local Lahore talent, and we should appreciate very much book-reviews and thoughtful papers from our subscribers in other provinces than the Panjab. We are also

anxious to publish bibliographies on diverse subjects, especially subjects relating to India. A carefully prepared bibliography of Indian art, for example, would be extremely valuable, for no such bibliography is readily available. May we not expect contributions of this nature during this, the third year of our existence.

Thanks are due to many who have helped to keep this journal alive by their generous assistance in many different ways, and the editorial staff cannot express fully their gratitude for such favours. Verily the Library Movement in India has been built up on the efforts of many and on that foundation of united effort only can it rise to its ultimate full stature. We have built, it is true, very slowly, but we have built, it is to be hoped, to endure. With this hope we enter upon a new season of effort in *The Modern Librarian*. F.M.V.

"THE MASSES"

The masses! God! What a life is theirs!
From early childhood toiling, grieving,
Aged in youth and broken hearted;
Scant joys are theirs, few seasons bringing
Gifts of Love and Hope, or kindlier
thoughts;
But onward daily! Pitch and shovel!
A hell of woe in every hovel.

Blest be those who feel for these
The dwellers of Life's desolate wastes;
How many they who once knew joy
And cherished hopes ere bitter tastes

Of Fortune's blows crushed every noble
germ!

Whiles, Despair like poison galled the soul
And another wretch's knell did toll!

"What care we for those stricken sighs,
They're fools who are moved by weeping!"
Say we, "Let them lie the trodden masses!"
Yet each hour their groans like singing
Mount on wings to realms above,
There they plead in mystic silence
There to seek for peace and guidance.

WILVER ARDEN.

[Let us strive to provide schools and libraries for the masses.—Ed.]

NOTES and NEWS

Education in Librarianship

HERE have been several comments in the *Library Review* regarding the curriculum of study in library schools. The point of criticism is that curriculums in librarianship generally emphasize the technical ability in library work and ignore the bookish side. The subject being of great importance we should like to give our views on the matter. Before the development of the library profession into a scientific technique much emphasis was laid on the literary qualifications and equipments of the Librarian. With the development of library science, however, more stress has been laid on his technical ability. Unlike the ancient librarian, he is not expected to be a scholar, but a mechanic. The critics rightly observe that a librarian has not only to deal with the mechanical aspects of the books, i.e., the technique of classification, cataloguing and charging of books, but also with the literary aspects of books as well as with men. He should also therefore, possess the knowledge of the subject, value and use of books. And unless the librarian is a scholar and himself reads plenty of literature, mere knowledge the tools of book-selection cannot equip him properly with this aspect of library service. The chief duty of the librarian is to help and guide the readers in the selection of books and we would go so far as to say to help them also in their study. In other words he should be a teacher and a teacher of teachers. Mr W. P. Paton, Chief Librarian, Airdrie discussing the same point in the *Library Review* writes :- "Success in the library profession depends far more on personality and liberality of outlook than on mere skill in cataloguing and classification. The latter may be a desirable attainment, but it is far from being a universal necessity for librarians. On the other hand, every person engaged in library work requires the widest possible range of general knowledge, and an extensive familiarity with books.... The Civil Service Commissioners recognise the importance of culture and personality, and even in purely technical examinations, candidates for government posts are tested on general knowledge and personal qualities. If

this is deemed necessary for civil servants, it is more so for librarians. The aim of librarianship is the cultural development of the community. All the technicalities of cultural development are merely means to this great end, and should be so regarded." Nobody would disagree with Mr Paton in his emphasis on the consideration of the personality and outlook of the persons in selecting candidates for librarianship. Only those who are patient, meek, intelligent, tactful and possess a missionary zeal for service should be selected for the library profession. Much of the success in this profession, as Mr Paton has said, lies in a broad outlook, personality and zeal for serving the people. Another qualification which Mr Paton has emphasised for the equipment of a librarian is "*the widest possible range of general knowledge, and an extensive familiarity with books.*" One must endorse every word of Mr Patten in his emphasis on this aspect of the qualifications for librarianship. A librarian has to deal with books and he, therefore, must have thorough knowledge of books. He must be well-informed on all subjects, the utmost his own library can extend to. And for this end a librarian must be highly educated, and must have very short working hours in the library, as short as a university professor has to enable him to study, and study enormously in his leisure. He should be paid well to live comfortably, and without any financial worry. His salary should in no case be less than that of university professor.

But in the present state of library finances can all libraries appoint such qualified librarians? No, they cannot. Some libraries can afford such qualified persons as chief librarians, and they should have them. But there are a large number of small libraries as well which cannot afford such qualified librarians. For small libraries and for subordinate posts in large libraries we need librarians of lower qualifications and on lower salaries. Library schools should have different curricula of study to suit the needs of different grades of librarians. For the preparation of higher grade librarians, admission should be open only to those who possess Master's and Doctor's degrees, for middle class

librarians graduation should be the minimum qualification and for lower grade librarians Matriculation should be the minimum for admittance to a library school. In the preparation of a curriculum of study for different grades of librarians, more importance should be laid on the bookish and cultural side in the curriculum for senior courses and on the mechanical side in the junior courses. And the missionary zeal of service should be inculcated in every grade of librarianship. General knowledge should in no grade be ignored, but the degree of emphasis on this aspect of library service should increase with the seniority of the course.

A general rise, however, in the minimum standard of qualification for the post of librarians and lengthening of courses to make provision for the cultural needs of librarianship in curricula for all grades of librarians would be a fatal step. In case of training for Civil Service, with which Mr Paton compares the library profession, courses are long and candidates taking up the Civil Service course do not grudge it because they get good salaries after their training. While the library profession, though it is slowly finding recognition, has not yet been recognised as one of the professions which should carry very good salaries and high educational qualifications. As has been mentioned already while everybody would fully endorse Mr Paton's views regarding the incorporation of cultural aspects in library curricula, many of us cannot lay too much emphasis on its incorporation for all grades of librarianship. For in that case it will be very necessary to raise the standard of education for admittance into the library schools as well as the extension of the period of courses for the inclusion of the cultural aspects side by side with the mechanical aspects of librarianship. Training in library work is not an end in itself. It is rather the means for the preparation of a cultural life. Having done groundwork in the use of the tools for the attainment of knowledge, the librarian becomes quite familiar with the means for the cultural study, which he could continue throughout his life, if he so desires. It is the desire for cultural study which should be created side by side with the technical ability in the library work. Lengthening of the library courses and raising of minimum standard for admission to library schools for all candidates would be premature.

In the Punjab University Library, the decision to admit graduates only to the library training class should serve as an eye opener for us. All

of us will agree with the University Library in emphasizing the necessity for admitting men of graduate status to the University course in librarianship, if librarians are to be prepared for the efficient performance of the duties that modern libraries demand of them as guides to readers in the selection of books and efficient organisation of libraries on modern scientific lines. We are in complete agreement with the University Library that all library progress and uplift depend upon the adoption of the library profession by men and women of higher educational status. But nobody can deny the fact that our country is not yet rich enough and small libraries cannot afford to employ graduate librarians; and even big libraries cannot afford to recruit all their force from among men of graduate status, however desirable it may be. Let us look at the results of the adoption of such a course by the Punjab University Library. Many of the graduates who got training in the library work are still unemployed and very few graduates apply for training because there is no opening for them. And in spite of the assertion that there is no demand for trained men one sees that a very large number of libraries—nay most of the libraries in the mofasil areas, have untrained men and they cherish eagerly opportunities for adequate training for such men. Every day we are getting letters seeking information about facilities for library training. The fact is that although library trustees are now recognising the necessity of getting trained librarians, they cannot pay the salaries which men of graduate status require. And in most of the small libraries men already engaged are undergraduates, who cannot be dispensed with easily. The proper course for the University Library would have been, as it was before, to have emphasised the need for admitting graduates to the library course; its doors for men and women of lower educational status should not have been entirely closed.

But there is another point in favour of the University library. Should a University Library prepare librarians for smaller posts? This question may be answered both in the affirmative as well as in the negative. It *should* because there is not much demand for librarians of graduate status, and there is no other library school in the province, which prepares librarians of lower grades. It *should not* because the University should run only a first-class library school and in a first-class school only men of high educational qualifications should be

admitted. If the University Library cannot admit librarians of lower status, then which other institution in the province is capable of doing it? Naturally, it is the Punjab Library Association. In the interest of library service and the development of the profession it is the immediate duty of the Punjab University Library and the Punjab Library Association to decide between themselves what part these bodies can reasonably be expected to play for the preparation of librarians in various grades? Or else the University Library should open its portals to undergraduates seeking admittance to the library training class and revive its classes*.

—*Ratanchand Manchanda*

Library Bill in the Bengal Legislative Council

THE BENGAL PUBLIC LIBRARIES BILL drafted in consultation with Mr R.S. Ranganathan, which provided for the levy of a library rate was strongly opposed by officials as well as non-official Members of the Bengal Legislative Council who were consulted before its submission to the Government for sanction to be placed before the Council. Owing to unprecedented economic depression the imposition of the Primary Education Cess had to be held over and the proposal for the imposition of another tax in the shape of the library rate could never find favour in the Council specially as public sympathy for libraries in this country is not so keen as in the advanced countries of the West. In the present condition of affairs state aid to libraries was out of question. The axe of retrenchment has fallen even on learned societies like the Asiatic Society of Bengal and the Varendra Research Society. The grant to the Imperial Library has also been reduced by 10%. And these have been done in spite of our vehement protest in the Council. Under the circumstances, I had to drop the original Bill and re-draft another Bill which I circulated both among the official and non-official members and had an informal discussion at a Tea Party where the three Ministers of the Government, the Education Secretary, the President of the Bengal Legislative Council, the Secretary of the Asiatic Society, the Librarians of the Imperial Library and the Commercial library, the Keeper of the Imperial Records, the Chief

Executive Officer of the Calcutta Corporation, Mr Newton Mohun Dutt and other influential persons were present. The Director of Public Instruction, Bengal though he could not be present, owing to his absence from the town, suggested slight changes in the Bill and promised his co-operation. The Education Minister agreed not to oppose the bill but would suggest its circulation for eliciting public opinion thereon. If the sanction of His Excellency the Governor is received in the meantime I intend to introduce the bill in the November session of the Legislative Council.

Hitherto local bodies like District Boards and the Union Boards could not make any grants to libraries and if any one did so it was strongly objected to in audit. With a view to remove this disability, I introduced two amending Bills in the Council—the Bengal Local Self Government (Amendment) Bill and the Bengal Village Self-Government (Amendment) Bill. I am glad to announce that the latter Bill has been passed at the last August session of the Council and will shortly find a place in the Statute Book. This will enable Union Boards to make grants-in-aid to libraries. The provisions in my Bengal Local Self-Government (Amendment) Bill has been incorporated in the amending Bill introduced by Government. It has passed through the Select Committee stage and will come up for final disposal at the November session of the Council and I think there will be no difficulty in its passage.

Most of the amendments regarding better provision for libraries have been accepted in the New Bengal Municipal Bill which has been passed by the Council early this month.

So far as local bodies are concerned both in rural and urban areas there will be no further hindrance to the provision for grants to libraries. Some propaganda work will, however, be necessary to create an interest in libraries among the members of the District Boards and Union Boards and the Commissioners of Municipalities so that they may make adequate provision for libraries. I may here mention that the State grant to libraries in the whole of Bengal excepting Calcutta amount to Rs. 25 a month which is given to a single library in the Province—the ideal Library of Navadwip.

On the 1st of February last I moved a resolution in the Council recommending to the

*While The Modern Librarian and the Council of the Punjab Library Association believe this matter should be carefully considered in consultation with the Punjab University Library authorities they disclaim all responsibility for the views expressed by Mr Manchanda, Ed.

Government the appointment of a Committee to enquire into the matter of library provisions in the Province, to draw up a comprehensive scheme for future development and to submit its report within a period of 3 months. The reply of Government did not inspire us with any hope of assistance from that quarter. I should like to quote a few words from the speech of the Hon'ble Education Minister in the Council. In the course of his speech, he said "It is well-known to the Members of this House what great interest my friend Munindra Deb Rai Mahasai takes in the spread, improvement and extension of libraries in Bengal. The speech which he has delivered just now will prove that he has taken great pains to collect relevant materials on the subject and there is no doubt that he is very keen and anxious that something should be done to bring about real improvement. But while acknowledging the importance of libraries, I should at the same time say that Government find themselves in a difficult position. Firstly the policy of Governments towards libraries, was explained in answer to a question of the mover of this resolution in which it was stated that so far as libraries were concerned, the Provincial Government were not directly and primarily responsible but that they relied on the generous public for financial support and extension."

In the matter of training of librarians, I moved a cut motion in the Council on 29th March last but I am sorry I failed to carry it. I should like to quote a few words from the reply given by Mr H. R. Wilkinson, Education Secretary. "I gather that he also wants Government to spend money on opening classes for the training of librarians. So far as I am aware, there is very little demand from the public for such classes, but the Imperial Library already does train librarians; and a certain amount of training is given in the training colleges for secondary school teachers. This, I am afraid, does not satisfy the requirements of the Rai Mahasai; but it is not a matter in which he can expect Government to anticipate the demand. One cannot help admiring the Rai Mahasai's enthusiasm for his subject and the persistence with which the Rai Mahasai tries to instil it into others, and in theory many of us would agree with him, but as a matter of practical politics, I am afraid it is out of the question. It is possible, he may have succeeded in creating the demand which will insist on being satisfied." I am sorry for some of the inaccurate statements of the Education Secretary. In fact the Imperial

Library does not train librarians. Mr Asadulla, the Librarian, undertook to train only one librarian at our special request. As to the training said to be given in the training colleges, it would be enough to state that there is no trained librarian in the Training Colleges competent enough to give the necessary training. As to the demand, there is no dearth of aspirants for librarianship. We have already got a good many applications.

In reply to my questions in the Council, I was informed that of the 17 librarians in the Education Department practically none had technical training in librarianship and that there are 56 libraries registered in this province under the Societies Registration Act of 1860 and that 32 libraries are supplied with certain publications such as Government Reports and Council Proceedings.

I also moved for throwing open the doors of the University library to the public as has been done in Madras at the instance of Mr Ranganathan, its distinguished librarian of international repute, but it was strenuously opposed by the Ex-Vice-Chancellor of the Calcutta University, Sir Jadu Nath Sarkar.

This is, in short, an account of the work we are doing in the Bengal Legislative Council regarding library affairs. It is up to us now to create greater public interest in libraries and to create greater demand for the training of librarians to enable us to press our views on the Government.

—Kumar Munindra Deb Rai Mahasai, M.L.C.
President, All-Bengal Library Association.

A Children's Library at Bansberia

THE OPENING of the children's section of the Bansberia Public Library on Sunday, the 2nd October, 1932 by Mrs Larkin was a unique event as it was the first of its kind in urban Bengal. The local Municipality gave a special donation for the purpose and there was a fair collection of juvenile literature and charts, etc. The boys and girls of the local schools mustered strong on the occasion. Great enthusiasm prevailed. The library Hall was quite packed with the elite of Bansberia, Hooghly and Chinsurah. Mr A. S. Larkin, I. C. S. District Magistrate of Hooghly presided. The proceedings began with a concert. Among the speakers were Rai Jaladhar Sen Bahadur, Babu Bishnu Charan Mukherji, B. A., Mr

Manindra Nath Rudra, M. Sc., Mr Tinkari Dutta, Mr J. N. Mitra, M. A. and Kumar Munindra Deb Rai Mahasai, M. L. C.

While requesting Mrs Larkin to open the Children's section, Kumar Munindra Deb Rai Mahasai, the president of Hooghly District Library Association said :—

"This library, since its inception,, catered for the intellectual needs of the adult population. It has now been felt that the time has come when an effort should be made to inculcate the reading habit among the children. Inquisitiveness is inherent in children. From the time a child is able to talk, his curiosity to know all about his surroundings comes uppermost in his mind. One in charge of a child knows how he or she is pestered with all sorts of questions which are not always easy to answer. This quest for information, this quest for knowledge will increase with age if it is not checked by constant snubbing as is usually the case in this country. When the child is able to read the reply to queries should be "read and you will know." The new seeker after knowledge would get all that he wants in his book. It may not be possible for him to pick out the right thing in the right place. There must be someone to lead him, to guide him, and help him on to the correct understanding of the subject on which he wants enlightenment. The teacher or the librarian can do it.

Education in our schools is faulty. Too much stress is laid upon, what is called, 'cramming' to the getting by heart the lessons given in the classroom. Knowledge is generally confined to the textbooks—the fixed curriculum. The student is not encouraged to go beyond it lest it may lead him astray beyond the beaten track. Passing of examination has become the be-all and the end-all of the present system of education in our schools. No encouragement is given to the attainment of knowledge beyond the school curriculum. There is a vast difference in the knowledge of a 14-years old American or a European boy or girl and a boy or a girl of the same age in our country. The residential system of education, the periodical excursions, various sorts of games and children's school and public libraries help to develop the latent faculties inherent in children. Here in this poor country facilities and equipments for education are too scanty and lack of scientific organisation in the educational in-

stitutions is another factor which is partly responsible for this deplorable state of things. Most of our school libraries specially those in the countryside generally consist of some reference books useful for the teachers and a few books suitable for boys and girls but the restrictions imposed for their free use nullify the object of such collection. Our aim is to make the Children's Section an intellectual laboratory for children which will try to serve the tastes of all the students. It will try to develop a lasting interest in readings both for pleasure and for securing information. It will train up children in the proper care and intelligent use of books as tools for learning and will try to form in them the library habit so that as they grow up reading becomes their life-long habit. When they grow up as men and women they will automatically use books in the adult section of the library. Our object is to teach children to read with a purpose and to enjoy and appreciate good literature.

We keenly feel the want of trained librarians. However we have secured the services of a teacher of a local school to work as the Librarian of the Children's section. He is very well suited to the job and will be able to select books intelligently according to the needs of the children. His task is no doubt onerous. It will be his duty to teach children the use of the various types of reference books, general cultural reading to develop vocabulary and to learn the language, and reading for pleasure and recreation. He will teach children the appreciation of good literature and create in them a real love of reading. It is needless to say that the most potent influence in the use of a Children's Library is the Librarian.

The child is the father of the Man. The future of the country rests with them. The whole outlook of the administration is going to be changed in the near future and it behoves us to afford facilities for such training as to enable the future electorates to take an intelligent interest in all matters concerning their welfare and to properly exercise their right of vote. In making this library popular and useful we want the co-operation of all citizens including the Government officials."

Kumar Munindra Deb Rai Mahasai promised to award a prize to the writer of the best essay from among the members of the children section. His medal for the best baby exhibited at the Baby Show held in June last was also awarded by Mrs Larkin. Kumar Munindra Deb was At Home to the guests and refresh

ments were served both in the European and Indian Styles and the Party was photographed.

—*Binay Roy, Bansberia Public Library.*

Baroda Library Department

THE LIBRARY DEPARTMENT has on the whole a satisfactory year's work to report. While on the one hand its Book Purchase Grant was reduced by Rs. 3,200, the Government has increased its contributions to the country libraries.

Central Library. 3,952 books were purchased and 278 received as gifts, while 772 were discarded. The stock at the end of the year amounted to 103,044 volumes. The circulation, which in 1929-30 and 1930-31 was 114,715 and 119,858 respectively, has fallen to 110,427 (29,341 English, 46,747 Gujarati, 32,365 Marathi and 1,974 Hindi and Urdu). The fall is attributable to the fact already referred to, that the Book Grant was reduced from Rs. 13,200 to Rs. 10,000. The daily average works out at 404.49 volumes for the 273 days of issue. Similarly the number of registered readers fell from 4,626 in 1930-31 to 4,573. The Central Library like all the State-aided libraries of the Raj is a free library.

Newspaper Reading-Room. 318 periodicals were taken, including 46 received as gifts. The amount spent was Rs. 2,299.

Mahila Library and Reading Room. This Section continues to be popular with the ladies of the city. 28 periodicals were taken at a cost of Rs. 100. 14,720 books were circulated. Mrs Suvarna Mehta is in charge of this section. Mrs Mehta also visits the Stri Smaj (Ladies' club) on Sundays for distributing library books.

Children's Playroom, Library, and Reading Room. This section is under the charge of Mrs Prabhudesai. It was visited by 30,475 children. During the previous year the number of visitors was 28,863. In this room the children have the use of juvenile books, magazines, of indoor games and amusements, such as draughts, dominoes and zigsaw puzzles, as well as educational pursuits such as meccano, model house building and the like. The Lady Superintendent also orders, accessions and catalogues Marathi books.

Bindery. The Library bound 2,838 books and repaired 3,878, besides doing a good amount of miscellaneous work such as mounting pictures, packing parcels, etc.

Library Apprentices. Three young men worked as library apprentices, during the year, one of whom was a Lecturer in Economics of the Madhav College, Ujjain.

COUNTRY LIBRARY WORK.

Travelling Library Section. While the Central Library caters for the reading public of the City, the activities of the Travelling Library Section extend all over the State supplementing the work of the local libraries. 22,067 volumes were circulated through 463 travelling libraries from 176 centres. 790 volumes were purchased and 89 received as gifts. 202 were discarded. At the end of the year the net stock was 20,905 volumes. These figures are in addition to the stock and circulation of the Central Library, so that the whole Department has an aggregate stock of 123,949 volumes and circulates 132,494 books altogether.

Assistant Curator's work. The Assistant Curator controls, not only the Travelling Library Section, but also all the country library activities of the Raj. During the past year he or his substitute (while he was on leave) toured for 122 days. He inspected numerous town libraries, settled questions as to sites of new village libraries, held library classes at various centres and delivered a number of lectures. The village teachers render valuable assistance to the library cause, many of them are acting as honorary Librarians of village libraries. With a view to make their co-operation more effective and useful, the Government which has instituted refresher classes for teachers, has directed that an elementary course in library science shall form part of the curriculum of these classes, the courses being conducted by the Assistant Curator and some other trained helpers.

Library Inspection. In the inspection of the rural libraries, the Assistant Curator has the help of Educational Inspectors, who during the year visited 195 libraries. However, for want of expert training, such inspection has been found to be superficial and not very satisfactory. Good work has been done by two paid library organisers and 4 student volunteers during the year, who assisted in the organisation of new libraries and the inspection of old ones.

Increase in Country Libraries. H. H. the Maharaja Sahab desires that every village possessing a school should have a free library also, and Government has accordingly ordered that 100 new libraries shall be established every year until this ideal has been reached.

During the past year 102 new libraries have been set up. There has also grown up a healthy demand for separate ladies' and children's libraries; 8 of the former and 4 of the latter have already come into existence. The number of institutions now in existence as compared with the previous year is given below:—

Year.	District and Town Libraries.	Village Libraries.	Ladies' and Children's Libraries.	Newspaper Reading Rooms.
1930-31	45	718	10	216
1931-22	45	818	12	180

Stock, Circulation and Readers. The aggregate stock, circulation and readers of the town and village libraries during 1931-32 were as follows:—

Stock	Circulation	Readers
612,406	425,811	79,406
as against		
573,170	402,286	75,535

during the previous years.

Expenditure. These free state-aided libraries are financed by contributions from the Government, the people, and the Prant panchayats. In some cases the municipalities also contribute. If the inhabitants of a locality collect a sum of Rs. 100, Rs. 300 or Rs. 700—the amount depending on whether it is at a village, an ordinary town or the capital of a district—the Government and the local board each contribute a similar amount. The expenditure last year was as follows:—

Government's contribution ...	Rs. 53,996
Panchayat's and Municipalities' Contribution ...	" 43,073
People's contribution. ...	" 49,007

Total: Rs. 146,076

Curator's Tour in Bengal. At the invitation of the Bengal Library Association, Mr Newton M. Dutt, F. L. A., the Curator of Libraries, presided over the third Bengal Library Conference in Calcutta during November, organised a library exhibition and gave lectures in various parts of Calcutta and also in Lilloah and Bansbaria. He lectured before the Calcutta University, and urged Sir H. Suhrawardy, the Vice-Chancellor, who presided,

ed, to arrange for university courses in librarianship.

The Assistant Curator Honoured. In appreciation of his good work, Mr Motibhai N. Amin, B.A. Assistant Curator in charge of country libraries, was by H. H. the Maharaja Saheb given an increment of Rs. 50 p.m. and presented with a purse of Rs. 1,500. During the previous year, Mr Dutt, the Curator, had been similarly honoured by being presented with a purse of Rs. 2,500 and given an increment of Rs. 100 p.m.

Expenditure of the Department. The expenditure of the Library Department for 1931-32 amounted to Rs. 54,335 exclusive of the sum of Rs. 53,996 given as grants to country libraries.

—Newton M. Dutt, F. L. A.
Curator of Libraries, Baroda.

Madras University Library

AS THE LIBRARY works on all days and for long hours, it has not been found possible for the entire staff to meet together. Hence taking advantage of the unique opportunity which is given by the closing down of the library for the Convocation, the staff of the University Library met at 1-30 P.M. on Sunday, the 31st July at the residence of the Librarian Mr S. R. Ranganathan, M.A., L.T., F.L.A., who was at home to them. After the adoption of the Annual Report presented by the Staff Council and the election of the office-bearers for the new year, the Head of each Section gave a short resume of the achievements of the past. Then a fruitful discussion of inter-sectional problems ensued leading to a re-distribution of work in the light of past experience and future requirements.

A New Programme for the New Year. It was agreed that the new feature in the work of the Library for the coming year should be the intensification of Reference Work. The idea was that every reader should be received in a kind manner at the foot of the steps leading to the stack-room by a member of the Reference Staff and directed to the appropriate gangway, where the reference clerk on duty should pick him up promptly, take him to the proper shelves and advise him in the choice of his reading material in a systematic and sympathetic manner. This kind of personal service

should be rendered irrespective of the status of the reader.

Mr Sundaram's Paper. After lunch the members re-assembled to hear the valuable and interesting paper on "The Place of Reference Work in a Modern Library and the relation of the Reference Section to the other Sections therein" by Mr C. Sundaram, B. A., the Head of the Reference Department.

Musical Entertainment. From 4.30 to 7.30 P.M. the members were entertained with the exquisite music of Mr Marur Subramania Aiyer and his friends. With a vote of thanks to the musical experts that helped to make the day so enjoyable, the function came to a close.

Melvil Dewey

THE BIOGRAPHY of Dr Melvil Dewey the father of modern library progress, will be issued on or before December 10, 1932, the 81st anniversary of Dr Dewey's birth. The author is Grosvenor Dawe, 1st editor of *The Nation's Business*.

Dr Dewey's creative work in library and other educational fields, covering his days in Amherst, Boston, New York, Albany and Lake Placid Club will be fully described from existing records. The origin and expansion of the Decimal Classification; of the Library Journal and other related periodicals; of the American Library Association and its supply department leading to the Library Bureau; of home or adult education through libraries; of local or traveling libraries; of library schools; of state library associations; of state library commissions; of Legislative Reference Bureaus; of the American Library Institute; of influence on foreign library practice; of library technique and management; and of the entire library age which re-opened in 1876, will be so definitely dated and documented as to prove of interest and value to every modern library. The enlargement of woman's fields of work by Dr Dewey; the expansion of the field of home economics by Dr and Mrs Dewey; and the creation of the Lake Placid Clubs in New York and Florida, will be included in a well-rounded volume descriptive of influences that will doubtless continue through all future adult education and civilization. The book will show that Dr Dewey was an inventive,

creative and yet exceedingly modest genius. The records of his early days as a boy will be particularly interesting and inspiring to the younger people of to-day. There will be *thirty-two pages of illustrations*.

It will be published in two editions:

Library edition (cloth) Price ... \$3

Club edition, limited, ($\frac{1}{4}$ leather) on laid paper with inlaid original of Dr Dewey's signature Price ... \$5.

The book is being published by the FOREST PRESS, LAKE PLACID CLUB, ESSEX Co., New YORK, U.S.A.

Hooghly District Library Association

A GENERAL MEETING of the Hooghly District Library Association was held at the Bansberia Public Library on the 25th September, 1932, under the presidency of Kumar Munindra Deb Rai Mahasai, M. L. C., the President of the Association. Mr S. R. Ranganathan, M. A. L. T. F. L. A., Secretary, Madras Library Association attended this meeting on invitation and delivered a very illuminating lecture on Library Service for Children dealing with three cardinal points, viz. why children should read? what children should read? and how children should read? after the transaction of the formal business. At the outset, the President Kumar Munindra Deb Rai Mahasai, M. L. C., delivered an interesting speech describing the discussion on library affairs at the Bengal Legislative Council. The Draft Library Bill was then discussed and the President agreed to make suitable alterations according to the suggestions made at the meeting before its introduction at the next session of the Council. The question of organising a library week was then taken up and it was resolved that the authorities of the libraries of the district would be requested to organise a Library Week preferably at the end of December to collect funds and books for the library and carry wide publicity to enlist public sympathy towards libraries by organising lectures, discourses, etc.

—T.C Dutta, Joint-Secretary,

Hooghly District Library Association.

*This paper appears in this issue, see p. 21—Ed.

The Punjab Library Association

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Vice-Presidents.

Begum Shah Nawaz.

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BOOK REVIEWS

Buck, Pearl. *The Young Revolutionist.* London, Methuen, 1932. 188p.

As this book has neither the substance nor the power of *The Good Earth* by the same writer,—reviewed in our July issue,—we are inclined to think that Miss Buck has possibly been in too great a hurry to capitalize on that outstanding success. However there is much in *The Young Revolutionist* that is both interesting and profitable despite the fact that it disappoints by contrast with its distinguished predecessor. The story is one of modern China, and shows that the missionary authoress is both a master of the craft and a keen and clear-headed observer of contemporary movements in that great country. Ko-Sen, the 'young revolutionist', is, when the story opens, carried by his father to the local temple to be saved by the gods from a fever which has brought his parents to despair for his life. He recovers, but from then on is dedicated to the priesthood, a calling from which his spirit revolts. He resolves with Fah-li, a fellow acolyte and his junior, to escape, and the two boys still in their teens manage to slip out of the guardianship of the priests and into the revolutionist army. Neither has the slightest conception what the word *revolutionist* means, but, while they are under training, Ko-sen learns dimly to understand the meaning of the word *country* and is fanned by his fanatic captain into a hatred of all foreigners, all reactionaries, and all gods and religions. He begins with other revolutionists to worship the person and memory of the dead Sun Yat Sen. The march of the revolutionists through China to the Yangtse River is vividly described, and the series of incidents experienced on the march in which he comes in contact with Christian organizations and converts leaves its impress on Ko-Sen's mind. At the Yangtse there is a great battle, and, though the revolutionist win, Ko-Sen is filled with a sense of the

futility and absurdity of such civil warfare, in which he is called upon to kill his fellow Chinese. Besides Fah-li, his closest friend, is terribly wounded on the battlefield, whence he is carried off by a white missionary doctor to a mission hospital. Ko-Sen goes with him, suspicious and resentful of this foreign aid. Gradually he suffers a change of heart as he beholds with wonder the love and tender care they expend on a penniless stranger. Their efforts are vain, however, and Fahli dies clutching the white doctor's hand and calling him 'Father', trusting him and happy and peaceful in his death. Ko-Sen returns home weary in spirit, finally to decide that he can and must serve his country, which he has learned to love, not on the battlefield but in the better and more lasting way of the hospital. And with his father's consent he takes his sister, Siu-May, back to the hospital with him, the hospital where Jesus and not Sun Yat Sen is the great Master. The book strikes a strong Christian missionary note, which is absent from *The Good Earth*, and is both vivid and purposeful, but it lacks the epic flavour and broad sweep which won for the earlier novel the Pulitzer Prize for fiction.

F. Mowbray Velte.

Lawes, Lewis E. *Twenty Thousand Years in Sing Sing, New York, Rav Long & Richard R. Smith, 1932. 412 p. illus \$3.*

Warden Lawes of Sing Sing is well-qualified to speak on prison-life and practice and on modern trends in criminal penology. This is nothing if not a human and sympathetic advocacy of the modern and more humane type of prison, wherein the main aim of the authorities is not repression but the redemption of souls that are commonly held of little account. The narrative opens with a description of an execution in the electric chair, and the warden reveals himself at the outset as

a complete sceptic when it comes to the efficacy of capital punishment as a deterrent from crime. This is a subject frequently thereafter discussed in the volume. The following three chapters deal with Warden Lawes' apprenticeship and career in prison service from March 1st, 1905 when he arrived at the notorious Clinton Prison at Dannemora to December 1919 when he was offered the post of warden at Sing Sing, a post which he has held since. From Clinton Prison where convicts were tamed with the club, he was transferred in 1906 to Auburn, where the underlying principle of the system was silence and the sign language prevailed among prisoners by compulsion of the authorities. There was nothing constructive about the famous Auburn System as Lawes experienced it; it was negative and full of harsh restrictions. Lawes was glad to be there only from March to October, when he was transferred to the New York State Reformatory at Elmira. Here he spent eight years, and found conditions better, but his real chance came in 1915 when he was made overseer of the New York City Reformatory. This was on Hart's island at the time, but Lawes was in charge of the famous shift to New Hampton when the new institution was built partly with prison labour. At New Hampton he created what was really a prison without walls, and he gives much invaluable information as to the results achieved under the new reformatory's system. On the basis of his success at New Hampton, Lawes was put in charge of Sing Sing in 1920, and it is at this point that the book begins to develop its greatest significance and interest. After a fairly detailed history of the foundation and nature of the prison until 1920, we come to chapter four entitled *New Trails for Old*, in which the Warden inaugurates his administration. Subsequent chapters are headed *A Prison Day*, *The Rose Man* (Charles Chapin, ex-editor and murderer, who planned and planted Sing Sing's first gardens), *Twenty Thousand Years in Sing Sing*, *Men's Minds and Motives*, *Who's afraid of the Chair?*, *Is There a Way?*, *Groping*, and *The Great American Deterrent*. Warden Lawes is a keen student of criminal psychology and resolved to see the best in every man. He is also a severe critic of the inhumanity of much so-called legal justice. And he has ideas—plenty of them—with incidents from actual experience to substantiate them. No one can afford to miss this book. It is a revelation of what prison life has been, is, and might be, and to students of social problems in particular it is indispensable. In

especial too would we recommend it to the ferocious disciplinarian whose solution of the whole of crime is to be found in bread-and-water, the dark cell, the knout or the gallows, for this is not Warden Lawes way.

F. Mowbray Velte.

Priestley, J. B. Faraway. London, William Heinemann. 10/6 net 568 p.

The author of the delightful *The Good Companions* and *Angel Pavement* has in this, his latest book digressed from those Dickensian pictures of English scenes and folk which distinguished the aforesaid novels to a sort of combined treasure-hunt story and travelogue. The result is an engrossing novel but one which, to the mind of this critic, does not measure up to the writer's previous standard. In *The Good Companions* and *Angel Pavement* J. B. Priestley tapped a rich vein of humour and sentiment which we trust he will soon tap again. However, as has been remarked already, *Faraway* is an engrossing tale and well above the average story of to-day. It contains many characters in Priestley's best vein and much humour, gentle or slightly malicious. Of the characters perhaps Commander Ivybridge is at once most lovable and most admirable. He represents a code of honour and of conduct which the author seems to regret no longer prevails in our modern world, but this code of honour gives him an attitude of mind and a sense of duty and of quiet content which is absent from all those about him except Mrs Jackson who is not unlike him in her ideals. Commander Ivybridge is not, however, the most interesting of the many persons in the book. Probably the most interesting, since the most carefully portrayed, is Ramsbottom the Lancashire man. His adventures in Tahiti and elsewhere are at times riotously amusing, and he is a typical Priestley figure. Nor can we easily forget Ennis, the scenario-writer, nor Joseph Sapphire, the cinemamagnate, burlesque creations no doubt but not without the breath of reality. William Dursley, the hero, is also very real, as is his extraordinary Uncle Baldwin, while Terry Riley, the American girl, who fascinates and then lets William down, has a charm all her own despite her treatment of the unfortunate Dursley.

There is a note of sadness running through the story. William sets out in search of treasure and romance, and both finds and loses both. He finds Faraway Island and the pitchblende

only to have it slip from his fingers just as he has attained it. He finds and almost wins romantic love in Terry, only to have her leave him in the lurch. He goes back finally with the solid Mrs. Jackson as his wife to Buntingham and the malting business and a quiet life, to dream to the end of his days of Faraway and the fascinating Terry. His disillusionment is complete, but his dreams persist. Such, perhaps, Priestley would have us believe, is life. The volume—a fat one—is full of vibrant bits of travel description, but, like Dickens, Priestley has little good to say of American life or the American, San Francisco, it is true, attracts him, but he succeeds only in getting the worst of New York or of the rest of the United States. Like most Englishmen he is too British to endeavour to understand a country so vitally different from his own. Since he cannot Briticise it, he finds he must criticise it. But his criticism has the virtue of humour. His understanding and grasp is, nevertheless, superficial and trivial as compared with his knowledge and sympathy of *The Good Companions* and *Angel Pavement*, and we are forced to conclude that in them lies his more fruitful field. The story starts and ends in Dursley's higgledy-piggledy study at Buntingham, Suffolk, and has been described by a critic, with some justice, as itself a higgledy-piggledy study, but on the whole, as Ramsbottom would say, it is 'good stoof'.

F. Mowbray Velte.

Peterson, Houston. *Huxley-Prophet of Science.* New York, Longmans, Green, 1932. 335 p. with bibliography and illustrations.

Ayres, Clarence. *Huxley.* New York, Norton, 1932. 254p. with bibliography and frontispiece.

Here are two contemporary biographies of Thomas Henry Huxley and for purposes of comparison and contrast the reviewer read them in rapid succession and will review them simultaneously.

Of the two volumes he can state his preference without the slightest hesitation; for Houston Peterson's biography was to him far the more convincing and inspiring. It is characterised by humour that is ever free from affectation and by a style that is easy and full of charm. The author displays too a very real grasp of his subject that is unmarred by any irritating air of omniscience, and a respect of and admiration for the great Victorians which is refreshing in our

generation of supercilious sneers at Mid-Victorianism. The book is considerably more than mere biography for it abounds in clear presentations of the great philosophic and theological problems of Huxley's day. The last chapter entitled *Swan Songs* is peculiarly valuable containing as it does much of the most cogent criticism of Huxley's "agnosticism" by such writers as Earl-Balfour, Paul Elmore More, and Robert Shafer. The book too is rich in contemporary portraits. We do not soon forget the pictures of Richard Owen, or Tyndall or Huxley himself, and we are glad too to find that the author handles Huxley's theological opponents such as W.G. Ward, and Cardinal Newman without flippancy, mockery or disrespect although he himself is in most respects ardently of Huxley's opinions. The book is exceedingly well done and most informative and engrossing. It can be strongly recommended.

The second book by Ayres suffers by comparison. It is cleverly written, but one feels that the writer is labouring to be smart or cynical or sapient. Despite the air of omniscience one suspects minor inaccuracies or the presence of startling statements and generalizations which grip the attention rapidly rather than stand successfully more sober investigation. Not that the book is by any means deliberately inexact—it is full of most extensive exact information—but it does lose in credibility by being too deliberately clever. From the standpoint of purely biographical matter it contains, fully as much as is to be found in Peterson's volume, it is not, however, as stimulating or understanding a treatment of the period or of contemporary thought. Still it is a book of more than average merit, which deserves the attention of all who would know Huxley.

F. Mowbray Velte.

Christlieb, M. L. *An Uphill Road in India.* London, Allen and Unwin. 1927. 253p.

While this is not a very recent book, it has not yet been reviewed in our pages and well deserves a brief word of praise. The content is culled from a correspondence covering a period of over twenty years from a missionary lady on the field to her former associate who had left her to live in England. It deals with the experiences, both glad and discouraging, of missionary life, and is touched

at times with pathos, at times with a gentle humour. Despite frequent and bitter disappointments the writer maintains a cheerful spirit and perhaps may be criticised by some for excessive optimism as to the results she was able to obtain. But she possibly sees farther and deeper than most missionary workers, and her conclusions should be inspiring to the faint-hearted. Entirely apart from its message to the missionary the book has a life and colour that should have a general appeal to all sincerely interested in India and her problems. To such we commend it.

F. Mowbray Velte.

Kennedy, Margaret. *Return I Dare Not.* Wm. Heinemann, 1931. 298p.

This novel by the writer of that best seller *The Constant Nymph* is bizarre and smart enough to achieve what was probably the authoress's ambition for it—a season's reading-public. It has too little substance and object to achieve more, despite the clevernesses and witticisms of its pages. Of plot there is little or none, and the characters lack any of the semblance of reality that would make them enduring. Still the tale does not fail to be amusing and gives us some extremely funny caricatures of people. Probably its chief virtue lies in the vein of satire and of whimsy with which it is permeated and in its ready wit, which has the true modern tang. It has been our usual custom to review books that one cannot afford to miss, but here is a book which need not be placed in that category although it is pleasant enough reading to while away some idle hours.

F. Mowbray Velte.

Randall G. H. *Shakespeare's Sonnets and Edward De Vere.* London, John Murray. 305p.

This book is one more addition to the number of books which dispute the authorship of all or part of the works attributed to William Shakespeare of Stratford-on-Avon. Here it is the Sonnets, and to some extent the Poems—*Venus and Adonis* and *The Rape of Lucrece*—that are submitted to special tests. The Sonnets are studied in detail and from their atmosphere in general, from the references in them to persons and events, and even from the cryptograms which some of them are supposed to contain. Dr Rendall comes to the conclusion that the Sonnets were written by Edward De Vere, 17th Earl of

Oxford. Behind all such attempt to show that the so-called Shakespearean writings were really written by someone other than William Shakespeare of Stratford is the feeling that a mere actor, without very much education, and with few social advantages could not possibly have created the great plays and the best of the Sonnets. To some of us "genius" is sufficient explanation of all the miracles of artistic creation; but to the rationalistic mind "genius" does not afford the clue for the solution of the mystery. Critical enquiry shows, as Dr Rendall thinks, that "In the Sonnets the approach is never that of a beneficiary or dependant, of any side-glance at material rewards or official countenance: equality of social status, parity of outlook, interests and experiences, are taken for granted; the writer is entitled to remonstrate and rebuke; to deprecate the indiscretions and the 'wantonness' of youth, to warn against excess, self-love and presumption. His admiration and his eulogies, however unrestrained and ardent, are from the standpoint of one who has the right to reciprocate acknowledgements. He has himself shared like privileges and aspirations". It would be the height of presumption for a mere actor such as William Shakespeare was to address some of the Sonnets to the Earl of Southampton and the first 126 Sonnets which form a more or less consistent series, seem definitely to be addressed to the Earl of Southampton. Thus of XX the writer says, "that anyone can seriously suppose that William Shakespeare, Actor could address the Earl of Southampton in this strain seems almost a record in literary credulity!" We have Dr Rendall's assurance that he "began with the single desire to get at the heart of the writer and his meaning and so far as authorship was concerned to 'follow the argument' wherever it led." Yet we feel, now and again, that the author was writing with a theory in mind, that his interpretation of some of the Sonnets is due to his having a bee in his bonnet. In spite of this, however, the book is valuable as a full-length study of the Sonnets. It may be that most of us are so accustomed to take Shakespearean authorship of the sonnets and the Plays for granted, that we do not give adequate attention to those who would tell us a different story from the one we have been taught from our school days. However that may be, to attribute the plays and Poem to anyone but Shakespeare involves us in *Prima facie* difficulties. But in the Sonnets a more plausible case can be made for non-Shakespearean authorship. Dr Rendall therefore hopes "to win the suffrages of fellow students not too much wedded or pledged to

Ever since the publication of this I have been longing to get an opportunity to read it to satisfy my thirst how religion has enabled one of the greatest "modernists" to live a truly religious life without being contaminated by the all-sweeping materialism of this scientific cra. A study of this book has convinced me that simple faith is mightier far than the mighty science and the Almighty God really greater and grander than all that man can create or dream. To begin with, I have always had a special admiration for the style of two great Indians of the present time (I look upon Mr C. F. Andrews as a true Indian). Mahatma Gandhi and Mr C. F. Andrews, his beloved Charlie, and this admiration is due to the fact that the efforts of both have been guided by a higher spirit, and their hearts and minds informed and illuminated by the Divine Being. For this reason this book has come to me, and I believe many others as a revelation like Mahatma Gandhi's own

autobiography, *My Experiments with the Truth*. The introduction gives its genesis in the ever-recurring request to Mr Andrews of thoughtful people in England and America as to how his faith had withstood the onslaughts of science and how it has been possible to follow his own religion revering other faiths and their votaries. All this is brought out in this volume which faithfully records his life history with a special emphasis on the *Christian* in him. This inspiring volume offers in the first instance a pen portrait of many a noble soul—men and women who have been stirred to noble and selfless deeds and the motive power of whose life has been religion. One meets in the pages of this book a galaxy of these like the author's own parents, his tutor, Mr Charles Prior, Susil Kumar Rudra, Basil Westcott, Albert Schweitzer, Willie Pearson, Sadhu Sundar Singh, Gandhi and Tagore and several other kindred souls, and meets them in an intimate way sharing with them their great ideals and their simple and heroic lives which have been dedicated to this great end. One thing more, which becomes clear from the life history of this godly and sincere soul is that it is possible to dream great dreams in the midst of the distractions of life and its heavy responsibilities. Mr Andrews has been vouchsafed that great gift of God of remaining in communion with Him and realising at each step of his eventful life the Divine in man, and uplifting the humble and fallen to a consciousness of the great purposes of their Maker. Mr C. F. Andrews has so identified himself with the cause of India struggling for a fuller expression of herself in all spheres of life that it is scarcely possible for us to regard him as anything else but an Indian (or a citizen of the world in the best and highest sense of the word). We learn from a perusal of this in how many ways he has been able to serve India. The prominent part he took in the abolition of the "indenture system" in S. Africa and Fiji is well known, and has already become a part of our recent history. Mr Andrews has given to the world in this great book something which will rank with Mahatma Gandhi's own historic autobiography in the estimation of all lovers of those who are experimenting with the Truth. The final point one would like to mention in the beautiful approach to a subject which in the hands of a less gifted person might have been spoiled by the exhibition of a controversial and dogmatic spirit. He has succeeded

in excluding "the emotional appeal" as he promised to do in the introduction. He has given us an enduring and inspiring picture of the Universal Christ glorifying in the life of action as apposed to a life of mere words and has enlarged our conception of God and Religion. The following words addressed to his fellow Christians should serve as an eye opener to all who claim to love and fear God. "If Christ's words are really true, and God is truly 'Our Father,' and all of us, of whatever race or caste or creed, are truly brethren—children of the same father—then it should not only be possible, but our duty as Christians, to offer fellowship as wide as the embrace of God's love." There are many similar gems of thought and reflection in this precious little book which can open our minds and souls to the higher possibilities of our nature, one of which I shall inscribe as the conclusion of this brief and imperfect review as the goal and summum bonum of life and religion taken as one, and the highest act of man's spirit. "The sacrifice of our life voluntarily to save others."

M. S. Bhatti.

Bulletin of International News :—a fortnightly publication of the Information Department of the Royal Institute of International News, (Chatham House, 10, St. James' Square London, S. W. 1); this bulletin, costing only 15 shillings for the 25th copies issued during each year, customarily contains from 30 to 40 pages of valuable current information about international problems. Each number contains a leading article of perhaps a dozen or more pages dealing with some major problem of the day (*e.g.*, Lausanne Conference, Disarmament Conference, Situation in Germany, etc.) written by an expert with first-hand information of the situation or events described. The writing appears to be impartial and gives many details not available in the ordinary press despatches. Another valuable feature is the Chronology of International News, which gives for each fortnight, classified by country, brief notes of the outstanding events of international interest. A final section is the page devoted to "Forthcoming Events," dealing with plans for international conferences of all sorts. This is a bulletin of the first importance to college students in the B. A. and M. A. classes, and for the use of all teachers of history.

B. C. Harrington.

Fenton, Norman. *Self-Direction and Adjustment.* New York. World Book Co., Yonkers, 1927. \$1.40.

How this most valuable book has escaped the attention of college students and professors, and of the senior students in the high schools is a marvel to me! It would be impossible to find a more authoritative, readable, wholesome but scientific guide for the older student than appears under this title in a brief one hundred and twenty pages. Edited by Dr Lewis M. Terman, the famous Stanford University professor of intelligence-test fame, this comes to the reader with a weight of scientific authority. Dr Terman, in his introduction writes:—"It is hardly exaggeration to say that here is a book that deserves to be read and studied as a text by every high school student, every college student, and every normal school student in America. Indeed the principles of mental hygiene which it sets forth are of fundamental importance for everyone who works with his brain." The contents cover almost all questions of practical importance to the student, to whom the book is addressed:—conditions for effective study (*e.g.* control of fatigue and worry); elements in effective study *e.g.*, concentration, self-dependence, originality; how to study; ambitions and ideals; testing your own intelligence, etc. The book carries a useful bibliography of books for use in encouraging, ideals, and is indexed. The price (about Rs. 5/8/-) is perhaps too high for the individual student, but libraries will do a big service to senior students by procuring copies of this very useful book.

B. C. Harrington.

Knapper, Paul—*College Teaching.* New York World Book Co., Yonkers, 1920. \$4.00.

Apologies may be in order for calling attention to this interesting but useful book for college professors and principals. Published more than ten years ago, it still seems to be the only book in the field giving a suggestive and generally helpful approach to the problems of college teaching. As implied by the title, it deals with the methods of teaching suggested for use in colleges. While intended for American readers, the suggestions about the development of subjects in the curriculum, the survey of current methods, and the wide sweep of comment on the aims and values of all university subjects make this a valuable book for men and women with college or university responsibilities. Each chapter of the 28 contained in the 600 pages of this book was prepared by an author

in the field, and each is followed by a helpful bibliography,—the latter is especially incomplete because of the lapse of years since the book's publication. The chapters range over the sciences, social sciences, literature and languages, the arts and vocational subjects. An introduction was contributed by Dr Nicholas Murray Butler, President of Columbia University.

B. C. Harrington.

Adler, Alfred. *What Life should mean to you.* Allen and Unwin 286p. Rs. 7-14.

Alfred, Alder belongs to that brilliant trio of which Freud and Jung are the other two members. Each one of them has enriched the world with his acute analysis of human nature. Adler has devoted most of his time to child-study and his service to education is unique. The book under review is his latest production. In it he seems to be at his best. In a simple and clear style he has recorded his twenty years' experience with problems of children and has happily dedicated the book to the human family in the hope that its members may learn from these pages to understand themselves better. Life, according to Adler, demands of us to adjust ourselves to three things—occupations, friends and sex. Whenever we fail to make a proper adjustment to these we lose the anchor and become difficult problems for society. The failure in proper adjustment results from the wrong meaning we put upon occupation society and love. The wrong meaning consists in living for oneself and not for others nay, even at the cost of others. Life, truly interpreted means sacrifice and co-operation, "All failures—neurotics, psychotics, criminals, drunkards, problem children, suicides, perverts and prostitutes—are failures because they are lacking in fellow-feeling and social interest.' The striving for superiority is the root cause of the mistaken meaning one gives to life. The meaning of life is drawn and fixed in the mind in childhood during the first four or five years. If in those years the child's sense of superiority is somehow balked and the art of co-operating with others is not taught him, he, as he grows up, spends his energies in the useless side of life, adopts a mistaken style of life and becomes a neurotic or a criminal. The foundations of personality are laid in those years. Environment matters but not so much as the meaning which the

child gives it, the way he forces it. The child has to be taught to take interest not only in himself but in others also. The responsibility of this teaching rests with parents. If they fail, the teacher should undertake the training and correct the mistakes committed by them. 'The school is the prolonged arm of the family' and the teacher, 'like the mother,...is the guardian of the future of mankind.' Adler embellishes every page of his book with useful tips for teachers and parents. While we recommend the book to parents and teachers we should like to warn them against thinking that Adler's formula solves all problems of the human soul. Adler finds the cause of mental troubles in the perversions of the Ego as Freud does in those of Sex. Human mind is so complex and its mysteries so many that the door for further investigation should not be regarded as closed.

R. R. Kumria.

Hildreth, S. H. *Psychological Service for School Problems*, New York, World Book Co. 510p. A book for those who still doubt the value of Psychology for Education or at least mock at the claims put forward by the psychologist. The author gives an encyclopædic account of the service that psychology is rendering to Education. For the solution of instructional problems arising daily in the classroom, involving individual pupils or groups of pupils, for the investigation of the problems presented by the gifted and the mentally sub-normal, the nervous and the delinquent education has to take the help of the psychologist. How the latter has tackled these problems in the west is very admirably given in the book under review. The arrangement of Chapters is logical and questions and topics for further study at the end of each chapter are certainly helpful. The book closes with an up-to-date bibliography of books and articles on various educational problems. There is also an inventory of selected tests and scales. School administrators, psychologists, students in training, school patrons and even general readers will find the book worth their attention.

R. R. Kumria.

Stutsman, R. S. *Mental Measurement of Pre-school Children*. New York, World Book Co. 352 p. Some work has been done on the measurement of Intelligence in India; but any special programme of mental measurement of pre-school children is yet unknown in this country. The book under review will, therefore, be of special interest to those who are doing work in the line of mental measurement. It is an account of Merrill-Palmer Scale which comprises thirty-eight tests that have been selected from a number of batteries already used by various workers in the field. Only those tests have been standardized that were found popular with children. The book discusses the tests fully and gives complete guidance for their use.

R. R. Kumria.

White Head, George. *The Unfair Sex*. London. Herbert Jenkins. 180p.

Is the book worth reviewing? This is the first thought that occurs to us after going through the book. But when we take the author's thesis as he wishes us to take it, we feel inclined to admire the boldness with which he has challenged the most popular sentiment of the present century, namely, Feminism. It is his belief that women are not, never were and never will be equals of men, intellectually morally, physically and religiously. He has gathered statistics of all types to prove the validity of his statements. The woman is the chief creator of the race and in the act of creation she has through the ages forfeited energy which otherwise would probably have gone to the building of intellect. The Feminist sentiment is fake and the worship of women and theory of equal rights most illegitimate. Whether the belief of the author will hold water in the near future, is very doubtful. He has taken into consideration the past achievements of men and women. The fact is that women have very recently got equal opportunities and whether they are really able to compete with men in every sphere the future alone will show.

R. R. Kumria.

Books to Read

S. KUMAR

Imperial Library, Calcutta.

*Butenschon, Andrea. *The Life of a Moghul Princess: Jahanara Begam, daughter of Shah Jahan; with an intr. by Laurence Binyon.* London, Routledge, 1931. 10s. 6d.

Rightly it is said in the opening lines of Mr Binyon's introduction that in all history one fails to find a chapter more fascinating from every point of view than the story of the Moghuls in India. The same roseate colour pervades throughout. It dawns with the romantic advent of the poet-emperor and closes with downfall of the last scion of the race, the unfortunate Bahadur Shah, who was sent to exile in a strange land, after his sons were shot down before his eyes. The tragic end was none the less incompatible with the superb adventure with which the period opened. But in the entire history of the Moghul supremacy the period to which the present work relates is certainly of unsurpassed interest. The closing years of Shah Jahan witnessed that dramatic crisis which led to the imprisonment of the father for the rest of the days of his life and the capture of the throne by the son who put to death his brothers and all possible claimants to the royal robe. This period has been the subject of narration in the personal memoirs of some of the most remarkable characters who took part in the events of the day by being led into the whirlpool by virtue of their family ties or political partisanship and also in the journals and diaries of the Europeans, who happened to be in India at that time, either as employees in the court or as free lances hiring themselves for military service to the parties involved in the crisis, or in pursuit of the adventurous and the romantic. The present work pretends to be an autobiography of the brilliant Jahanara, who is now presented in the English garb, although it is not known that she ever wrote a memoir of her own. But if the pretension of the handy

volume be a mere hoax for the sake of a romantic touch, it must certainly be admitted to the credit of the author that she has been immensely successful in creating the illusion. Madam Butenschon represents Jahanara as being unable to take an active part in the succession of terrible events of the day, but she witnesses all and narrates them from within. Proud to be the daughter of the most magnificent of the emperors of the race, and no less on account of the achievements of the scions of the family, she suffered to see her father pining away in fruitless grief and crushed by the bereavment of the dearest and the nearest, her beloved brother Dara put to death with his family, Sujah chased away to a distant land where he died in perjury and shame and Murad most ignominiously imprisoned and beheaded. And besides all these, the most excruciating pain that rankled her heart was her secret and unhappy passion. The whole story has been told with vivid reality and we hear the heartbeat of the ancient days in the lines and the pages of this work and feel the life-blood throbbing in the veins and passion burning in the heart of the unhappy princess whose life was purified by suffering and whose endurance taught her to forgive.

Madam Butenschon is a powerful writer and has a perfect command over style. Her work is instructive and enjoyable. The present volume is a beautiful piece of workmanship from more points of view than one. The work is illustrated with several plates representing different schools of Moghul miniature.

Dion, Cocceianus Chrysostomus. *Dio Chrysostom; with an English translation by J. W. Cohoon.* V. I. London, Heinemann, 1932. 10s.

This belongs to the Loeb Classical Library and comprises a carefully collated text with a new translation. The publication will be appreciated even by those who are unacquainted with Greek. The work is also

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interesting from the historical point of view as the author was known to the Roman Emperors Nerva and Trajan, and, specially, his friendship with the latter enhances greatly the value of his writings from the point of view of contemporary history. The present edition opens with Dion's four discourses on Kingship, which from the internal evidence are thought to have been first delivered before Trajan, in Rome, immediately after he became emperor. Dion was out and out a Greek, and his conception of the true king is influenced a good deal by Homer and Plato. The volume also contains other discourses, one of which is entitled Diogenes or Tyranny. This is one of the essays belonging to the period when Dion was wandering abroad as an exile. In it Dio, or more correctly Dion, sets forth tenets of the cynic school of philosophy, using Diogenes as his mouthpiece, his subject being contentment. The bitter reference here to the Persian king is certainly meant to be applied to Domitian who banished the author. Comprised in this volume, there is another essay entitled "On Virtue" where Diogenes again appears, and must be attributed to the same period of the author's vagabondage. Here also Domitian figures as Eurystheus who tyrannized over Heracles. The seventh, or the Euboean Discourse, is said to have been delivered in Rome and belongs to the later period of Dion's life. It portrays the conditions in the country and the cities of the empire and the social evils of his time. Being a contemporary account, it is very instructive to historical students whose scope of study brings them face to face with facts relating to that period of Roman history, reported by one who lived, and suffered, and enjoyed his life fully in the centre and the outskirts of the Roman civilization at the time of its decline, and thus gained an insight into those factors which brought about the ultimate crash.

***Filippi, Filippodo.** *The Italian Expedition to the Himalaya, Karakoram and Eastern Turkestan, 1913-14.* London, Edward Arnold. 50s.

The work comprises an account of the expedition conducted by the author across India, Baltistan, Ladakh and Russian Turkestan between August, 1913 and December, 1914. The work was first published in Italian at Bologna, eight years ago. The author hopes that in view of the results achieved by the expedition the re-publication of the work in English may be justified. In the present edition the text

has been carefully revised with reference to the subsequent expeditions which were undertaken since the original work was published. The work will be serviceable to those who do not understand Italian.

***Plautus, T. Maccius** *Plautus with an English translation by Paul Nixon.* London, Heinemann, 1932. 10s.

The work forms part of the Loeb Classical library and is the fourth volume of the work which has been announced to be completed in five volumes. The present volume contains three comedies, viz, Poenulus, Pseudolus and Rudens. Plautus was the most celebrated of the comic poets of Rome and flourished during the period when the Romans were fighting the Carthaginians in the second Punic war. The comedies of Plautus enjoyed unrivalled popularity among the Romans. Of this, proof is not lacking, and the plays were repeatedly represented even long after the poet's death. It is interesting to note that in a house at Pompeii a ticket was found for admission to the representation of *Casina, the most celebrated of Plautus' comedies which must consequently have been performed at the time, shortly before the destruction of the city in 79 A.D., and we learn from other sources that Amphitruo, another of his plays was acted in the reign of Diocletian. The students of realism in literature will find the comedies interesting in as much as reality or imitation of life, is, in them, not pretended. The manners and customs of Greece and Rome and allusions to incidents have been mixed up without scruple. The main frame-work of Plautus, pieces is taken from the comedy of life and reality. The edition under notice is provided with a faithful translation where the spirit, thought and vigour have been nicely kept up, so that even those who do not know Latin will find the dramas quite enjoyable and instructive regarding the Roman life when Hannibal was knocking at the gates of Rome.

***Penrose, Boies.** *Sea fights in the East Indies in the years 1602-1639.* Cambridge Mass, Harvard University Press, 1931. \$3 50.

The peculiar feature of the work is that it is a collection of contemporary accounts of the more important naval battles that took place in the Indian Ocean and the adjacent waters during the few decades specified in the title. Eastern waters had been the theatre of continual struggle for supremacy during the forepart of the 17th century. Different nation

*We cannot concur with the opinion that the *Casina* is the most celebrated of Plautus' comedies but aster very Rd

had diverse interests to serve and various objects and purposes to accomplish and attain. But all their aims and purposes, however apparently different they might have been in the beginning, eventually reduced themselves to one supreme motive power, namely trade monopoly and political supremacy, if not actual territorial possession conducive to the former. In those early days the Europeans were just beginning to realize the importance of the East, both politically and commercially. And the fates of the European nations, who were struggling for their national aggrandisement in the East, were doubly affected, both owing to their rivalry in the East and their hostilities in Europe. The author has excluded single ship actions and encounters of minor nature. This small book will be greatly valued as a contribution to the history of the struggle of nations in the East for trade, colony and empire.

***Philon, Judaeus.** *Philo with an English translation by F. H. Colson and the Rev. G. H. Whitaker. Vol. IV. London, Heinemann, 1932. 10s.*

This is the fourth volume of Philon's works which are being published in the Loeb Classical Library and is to be completed in ten volumes. The volume under notice contains four of Philon's well known works :

(1) On the Confusion of Tongues, (2) On the Migration of Abraham, (3) Who is the Heir of Devine Things? and (4) On Mating, with the preliminary studies Philon, or Philo, as he is commonly called in English, was a Jew and sprang from a priestly family of distinction and was born at Alexandria about B. C. 20. He was one of those few learned Jews of Alexandria who began attempting a reconciliation of Greek philosophy with the revelations contained in their own sacred writings. Philon, who was the foremost exponent of this new philosophy of religion, gave a very lucid exposition of the attitude taken by the learned Alexandrine Jews in matters of their own religion through the appropriations of Greek philosophy by means of an allegorical interpretation of the Mosaic records. The usefulness of the work is greatly increased by a page-by-page translation added to the Greek text.

***Roy, Naresh Chandra.** *A Monograph on the Separation of Executive and Judicial powers in British India. Calcutta, M. C. Sarkar 1931. Rs. 5/-.*

This is about a century-old Indian administrative problem which the politicians and statesmen have been trying to solve. The suggested solutions did not commend themselves to the Government and their solutions passed on various occasions, in different legislative centres, both central and provincial, did not result in any substantial measure. All attempts made hitherto to arrive at a satisfactory solution of this knotty problem of Indian administration, ever since its inception, have been abortive. In the present monograph, the author gives a detailed analysis of the problem and tries to show how dangerous it has always been to the peoples, life and liberty when either the judiciary is shackled to the executive or the latter is saddled with the additional duties of the former. The way in which the matter has been dealt with makes this little book worth reading, and all students of Indian administration will no doubt profit by its perusal.

***Seneca, Lucius Annaeus.** *Moral Essays; with an English translation by John W. Basore. v. 2. London, Heinemann, 1932. 10s.*

This book forms part of the Loeb Classical Library and the second volume of the Moral Essay to be completed in three. The essays which the volume contains are remarkable and outstanding survivals of style and literary execution of artificial and degenerate type wanting, as a rule, spontaneity and abounding in stock arguments and rhetorical commonplace as well as a host of historical references and allusions put forth in the most insipid and out-of-the-way method. But in spite of this artificiality in style, it is universally admitted that Seneca's writings are worth reading as they reveal the great mental power of the author who saw much of human life and knew what man was. His Philosophy was eclectic stoicism. And although he had an antithetical and laboured style with much affectation, his language is clear and forcible; it is not mere words, there is thought always. It would not be easy to remember any writer, ancient or modern, who wrote on morality in such an attractive way and said so much that was practically good and true. The volume under notice contains *De Consolatione ad Helviam*, one of Seneca's best treatises, as well as his *De Tranquillitate Animi* which was written soon after the author's return from exile, when he was elevated to the praetorship and had become Nero's tutor. In the latter the author speaks as one who felt himself ill at ease in the splendour of the palace after living a soli-

ary and frugal life. The volume will be useful even to those who do not know Latin, as it contains a page-by-page translation which is faithful and lucid at the same time.

*** Umar Khayyam.** *Les Rubaiyat d'Omar Khayyam: Texte Persan et traduction en vers français par A. G. E. 'tessam-Zadeh.* Teheran; Librairie Imprimerie Berouk-him, 1931. 6s.

It is a very nice edition of the Rubaiyat of the immortal Umar, with a versified translation in French a very enlightening preface, a biographical and a critical study on the poet and annotations which are brief and to the point. The French rendering is elegant and faithful and in many points superior to all other extant translations of the Rubaiyat.

***Wright, Quincy, Ed.** *Unemployment as a World Problem. Lectures on the Harris Foundation, 1931.* Chicago, Ill., University of Chicago, 1931. \$ 3.

The subject of unemployment has been approached from the standpoints of general economics, contemporary conditions and international remedies. The work is a symposium of three series of lectures by three different persons on the subject of this most

pressing question and the most menacing economic problem of the day, namely to find a practical solution of unemployment. In the first series of these lectures, Professor John Maynard Keynes analyses the economic cause of depression and unemployment and attempts defining the economic and financial problems as they affect national and international politics. The second series are by Kar Pribram who discusses the economic background of unemployment and offers the result of his comparative study of the problem with reference to the countries in Europe and is of opinion that the problem should not be tackled from the point of view of any individual nation's own interest, but with regard to its world-wide repercussions. In the third series Mr E. J. Phelan of the International Labour Office, Geneva, discusses the subject from the international point of view and explains the attitude of the various governments and of the labour and employer groups towards the problem and appraises and estimates the economic and political value of the diverse international remedies hitherto suggested.

It is a very interesting work on one of the most knotty of present day problems and will be greatly appreciated.

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